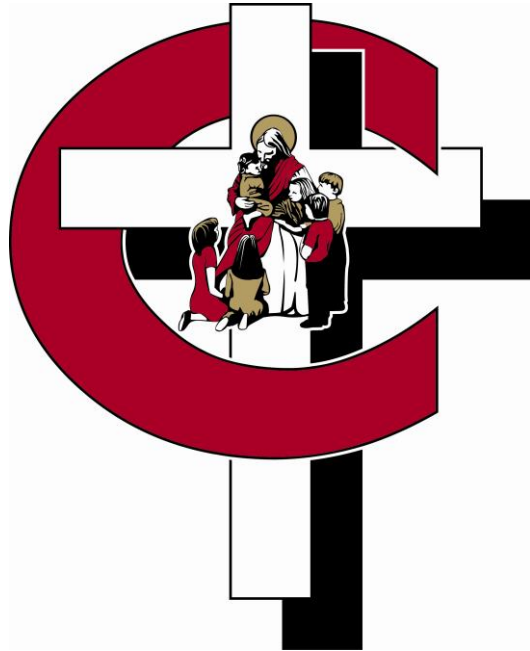


*Christ the Teacher Catholic Schools*



# **Physical Activity Safety Handbook**

**November 21, 2007**

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# Introduction

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Physical activities are an important part of the school program. Physical activity is vital to healthy growth and development. However, by its very nature, the potential of student injury exists. During physical activities, as in every other aspect of life, it is not possible to eliminate all potential risks. The focus in physical activities is to ensure that the benefits to students of a particular activity are greater than the potential for injury. Selection of appropriate activities, creating a safety mindset among students and staff, and safety conscious instruction and supervision will help reduce the potential for injury in physical activity.

The purpose of this handbook is to provide guidelines for teachers and/or supervisors so that they may minimize the potential of student injuries during physical activity.

# Physical Activity Safety Guiding Principles

## Facility Safety

- Regularly inspect facilities for damage or hazards. Fix all problems as soon as they are identified. (See Appendices A and B for gymnasium and outside facilities safety reports.)
- Ensure that the perimeter of the gym is free of obstacles before commencing an activity.
- When a gym or activity room is of a non-standard size, modify the rules of play as needed for maximum safety
- When a gym or activity room has immovable obstacles (e.g., doors or radiators under basketball baskets, protruding drinking fountains) modify the rules of play as needed.
- The janitor shall regularly check facilities for safety using safety reports similar to those in Appendices A and B.

## Equipment Safety

- Have the physical education teachers regularly check all gymnasium equipment for defects or breakage. Fix all problems as soon as they are identified or remove defective equipment from play area.
- Have the janitor regularly check all playground equipment for defects or breakage. Fix all problems as soon as they are identified or remove defective equipment from play area.
- Ensure that all personal equipment (helmets, skates, skis, padding, etc.) fits properly and is appropriate for the skill level of the individual.
- Encourage students to report all equipment problems to the appropriate individual.

## Instruction

- Teach skills for specific activities in appropriate progression. Refer to Saskatchewan Education's curriculum guides for detailed information about skills progressions.
- Base activities on skills that have been taught.
- Never require a student to perform a skill beyond his or her capabilities. When a student displays hesitation verbally or non-verbally, the teacher should discuss the reason(s) for doubt with the student. If the teacher believes that a potential hesitancy concerning the skill could put the student at risk, the student should be directed toward a more basic skill.

- Modify the rules for specific activities to suit the age, strength, experience and abilities of students. When students are physically challenged, rules, equipment and playing area may require major modification.
- Allow a warm-up and cool-down period for all activities.
- Teach proper stretching techniques and ensure that stretching precedes strenuous physical activity.
- Do not use walls and stages in gyms and activity rooms for turning points or finish lines. Designate a line or pylon in advance of the wall as the finishing line or turning point.
- Teach students how to prevent, recognize and treat sunburn, frostbite and hypothermia.

## **Supervision**

- Establish routines, rules of acceptable behaviour and duties of students at the beginning of the year and reinforce them throughout the year. Teachers/Supervisors should sanction students for unsafe play or unacceptable behaviour whenever it occurs.
- Make students aware of the rules of specific activities or games before play begins and enforce these rules during play.
- Make students aware that the use of equipment or the use of the gymnasium is prohibited without the appropriate type of supervision.
- Ensure that students are never the sole supervisors of an activity.
- Become familiar with students' medical history and physical limitations. Of specific concern are conditions such as heart disorders, asthma, epilepsy, diabetes and severe allergies.
- Teach students appropriate behaviour when an accident occurs – stand back, do not move the injured person, get a responsible adult immediately.
- Provide an appropriate level of supervision. Three levels of supervision are possible.

☹️ **“Constant visual supervision”** means that the teacher is physically present, watching the activity in question.

☹️ **“On-site supervision”** means that the teacher is present but not necessarily constantly viewing one specific activity.

☹️ **“In the area supervision”** means that the teacher could be in the gymnasium while another activity is taking place in an area adjacent to the gymnasium.

For example, during a track and field session, some students are high jumping, some are practising relay passing on the track while a third group is distance running around the school. Each of these

activities would be supervised differently.

- ⊕ High Jump – **Constant visual supervision** – A teacher is at the high jump area and is observing the activity constantly.
  - ⊕ Relay Passing – **On-site supervision** – Students are practising on the track and can be seen by the teacher who is with the high jumpers.
  - ⊕ Distance Running – **In the area supervision** – Students are running around the school grounds and may be out of sight of the teacher at times.
- Provide supervision that is appropriate to the risk level of the activity, the participants' skill level, and the participants' age and maturity.

### **Clothing and Footwear**

- It is recommended that students wear sun protection during extended summer and winter outdoor activities. Sun protection should be appropriate for the sport and the weather and can include sunscreen, protective clothing, hats, and sunglasses.
- Wear clothing and footwear that is appropriate for the sport, the weather, and the age and skill level of the individual.
- Jewelry should be removed as deemed necessary by the rules and/or teacher/supervisor.

# AQUATICS

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>ALL GRADES</i></b>				
	<p>Wear suitable swim wear.</p> <p>Tie hair back or wear it in a bun.</p>	<p>Use school or community pools.</p> <p><i>(For pond/lake swimming see outdoor education).</i></p>	<p>Adhere to the following regulations:</p> <ul style="list-style-type: none"> <li>a) no running or pushing on deck</li> <li>b) no gum chewing</li> <li>c) no food in pool area</li> <li>d) stay clear of diving area</li> <li>e) no diving off deck into shallow end</li> <li>f) follow pool rules</li> </ul> <p>Take showers before entering the pool.</p> <p>Outline emergency procedures to students prior to entering the water.</p> <p>No students with infected cuts or sores in pool.</p> <p>Do screening/testing in shallow end initially.</p> <p>Inform in-charge person on deck of any student having medical problems that may affect the student's safety in the water. Conditions that require specific mention include a history of diabetes, asthma, heart condition, convulsions, epilepsy and frequent ear infections.</p> <p>Teach skills in proper progression.</p>	<p>Ensure there is an individual in the immediate vicinity who is readily accessible and who has current first aid qualifications.</p> <p>Ensure that teachers accompany pupils to the pool and stay on the deck or in the pool.</p> <p>Ensure that teachers providing swim instruction have current CPR certification.</p> <p>K-8 students require a certified lifeguard.</p> <p>Suggested ratio of qualified lifeguard/instructor to students: K to 8 level - 1:15 9 to 12 level - 1:30</p> <p>Monitor change rooms.</p> <p>Provide on-site supervision.</p>

# ARCHERY

**ARCHERY is not a recommended in-class activity for students from kindergarten to grade 6 and is a high-risk activity at all grade levels. Teachers who wish to instruct a high-risk activity like archery require approval from the board of education.**

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b>GRADES 7-12</b>				
<p>Check all equipment regularly for defects.</p> <p>Make arm guards and finger tabs available to students.</p> <p>Match bow length and weight to the height and strength of the participant.</p> <p>Use appropriate targets.</p>	<p>Wear close fitting clothes on the upper body.</p>	<p>Use an area free of obstructions and hazards.</p> <p>For indoor shooting, use a properly installed safety net.</p> <p>Control access/exit to the facility.</p> <p>For outdoor activity, mark and control the shooting area.</p>	<p>Establish a “firing” line appropriate to the skill level of the students.</p> <p>Keep everyone behind the firing line.</p> <p>Establish a “start” and “stop” shooting and retrieving procedure.</p> <p>Instruct students in safety procedures, shooting techniques, care and use of equipment and how to properly remove an arrow from a target butt.</p> <p>Never point a loaded bow at anyone.</p> <p>Load bows on the shooting line only.</p> <p>Position all students not involved in shooting well behind the firing line and away from the archers on the line.</p> <p>Teach skills in proper progression.</p>	<p>Provide constant visual supervision.</p>



# BASEBALL

**BASEBALL (e.g., hardball) is not an approved in-class activity for all students.**

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				

# BASKETBALL AND RELATED GAMES

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>ALL GRADES</i></b>				
Ensure that backboards are properly secured.	Wear suitable footwear and clothing.	<p>Don't locate winch for moving backboards up and down directly under the supporting wall-mounted structure.</p> <p>Use a playing surface (indoor or outdoor) and surrounding area that is clean, free of all obstacles and provides good traction.</p> <p>Use protective padding on rectangular backboard edges in secondary school facilities.</p> <p>Ensure that only trained adults or students under supervision use motorized or hand winches to raise and lower baskets.</p>	<p>Teach skills in proper progression.</p> <p>Base games and activities on skills that are taught.</p> <p>If cross-court play involves immovable obstacles or confined space (e.g., doors and radiators under side baskets or wall close to the baseline) modify rules appropriately (e.g., no lay-ups).</p>	Provide on-site supervision

# BENCHES AND CHAIRS

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i><b>ALL GRADES</b></i>				
<p>Use stacking chairs that are free of cracks or chipped corners with seats and backs that are secured to the supports.</p> <p>Use benches that are free of cracks, chipped corners or splinters on the usable surface.</p> <p>Secure bench tops to all supports.</p>	<p>Wear suitable clothing and footwear.</p>	<p>Provide enough space around chairs/benches for safe usage.</p> <p>Place benches and chairs so that landings occur safe distances away from walls and other equipment.</p>	<p>Teach all skills in a logical progression from simple to complex. Ensure that student demonstrates control of basic movement before moving to more complicated skills (e.g., forward jumping and landing before backward jumping and/or jumping with turns).</p> <p>Instruct students to jump up from chair/bench and land close so that chair/bench does not move.</p> <p>Instruct students never to jump from seat over back of chair.</p>	<p>Provide on-site supervision.</p>

# BOARDSAILING

**BOARDSAILING is not an approved in-class activity for students.**

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION

# BOWLING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i><b>ALL GRADES</b></i>				
	<p>Wear proper shoes at all times, as provided or approved by the facility.</p> <p>Street clothes are acceptable.</p>		<p>Follow rules and etiquette as outlined by the facility.</p> <p>Teach skills in proper progression.</p>	<p>Provide in the area supervision.</p>

# BROOMBALL

## NON-ICE AND ICE

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>ALL GRADES</i></b>				
<p>Helmets are required for on ice broomball.</p> <p>Preferred helmets: CSA approved hockey helmets.</p> <p>Alternative helmets: CSA approved helmets from other sports.</p> <p>Have goalies wear a protective mask.</p> <p>Use regulation broomball sticks.</p> <p>Use hockey nets or pylons for goals.</p> <p>Use nerf ball, utility ball or regulation broomball ball.</p>	<p>When broomball is played on fields, blacktop, or on rinks, wear suitable footwear and clothing for weather conditions.</p>	<p>Use a playing surface that is free from obstructions.</p>	<p>Keep sticks below waist at all times.</p> <p>Play only non-contact broomball in physical education class.</p> <p>Extend crease 2 m from goal line – defensive or offensive player cannot be in the crease area.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p>

# CRICKET

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>ALL GRADES</i></b>				
<p>Use uncracked bats with an adequate grip.</p> <p>When using a regulation cricket ball, have batsman and wicket keeper wear regulation helmets and padding.</p>	<p>No cleats.</p> <p>Wear suitable footwear and clothing.</p>	<p>Inspect the playing surface for hazards such as holes, glass and rocks.</p> <p>Report holes and severely uneven surfaces to the principal and make students aware of them.</p> <p>Use a playing field that is located away from roadways and sidewalks so that students will not run into traffic.</p> <p>Organize play so there is a safe distance between the cricket pitch and all other activities.</p>	<p>Observe rules concerning forbidden types of pitches.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p>

# CROSS-COUNTRY RUNNING AND ORIENTEERING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>ALL GRADES</i></b>				
	<p>No bare feet.</p> <p>Wear suitable footwear and clothing.</p>	<p>Prior to initial use of cross-country route or orienteering course, do a safety check “walk through” to identify potential hazards.</p> <p>Familiarize students with the route or course before initial attempt (e.g., point out areas to approach with caution).</p> <p>If route includes sidewalks around the school, ensure that students do not cross intersections unless directly supervised.</p>	<p>Instruct students in basic road safety.</p> <p>Teach skills in proper progression.</p> <p>Be aware of students with a history of asthma and other respiratory problems.</p> <p>Modify length of route to suit the age and ability level of the participants (e.g., design route so that primary students are in sight of the teacher most of the time).</p> <p>Include a proper warm-up and cool-down in all classes.</p> <p>Give attention to:</p> <ul style="list-style-type: none"> <li>• temperature of the day</li> <li>• length of time in sun</li> <li>• previous training and length of preparation</li> </ul>	<p>Provide in the area supervision.</p>



# CROSS-COUNTRY SKIING SNOWSHOEING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>ALL GRADES</i></b>				
<p>Keep a first aid kit in an accessible location.</p> <p><b>CROSS-COUNTRY SKIING:</b> Use skis, boots and poles that are in good repair and of appropriate size for the skier.</p> <p><b>SNOWSHOEING:</b> Use snowshoes with frames and bindings that are in good repair.</p>	<p>Wear clothing appropriate for outdoor activity.</p> <p>Wear layered clothing.</p> <p>Carry hats and gloves.</p>	<p>Define specific routes to the students, so they are aware of the boundaries for the activity, whether using a commercial or noncommercial site.</p> <p>Consider sun, wind and snow conditions, and suitability of terrain when choosing a site. An ideal noncommercial site would include:</p> <ul style="list-style-type: none"> <li>• a level field with practice tracks skied in by the instructor</li> <li>• a hill with a gentle slope and a long run out, or the bottom section of a larger hill</li> <li>• a variety of terrain</li> <li>• proximity to warmth, food, waxing and other facilities.</li> </ul>	<p>Establish emergency procedures and explain those procedures to the students.</p> <p>Teach skills in proper progression.</p> <p>Discuss recognizing and treating frostbite and hypothermia with the students.</p> <p>Have students check to be sure boots are secure in bindings.</p> <p>Ski poles have sharp tips. Caution students about their use, especially when working close to others.</p> <p>Be aware of students with a history of asthma and other respiratory problems.</p> <p>Use a buddy system.</p> <p>Make parents aware of off-campus activities.</p>	<p>Designate a supervisor (teacher, parent or responsible adult) who has a vehicle and is not the supervisor “in charge” to accompany an injured student to hospital.</p> <p>Clearly outline duties of supervisors, including supervisors of small groups of students.</p> <p>Provide in the area supervision for all sites within walking distance of the school and during field trips.</p>

# CURLING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
Keep a first aid kit in an accessible location.	Wear clothing that is appropriate for cold temperature activity.  Wear appropriate footwear.	Use a curling rink for instruction.	Teach skills and etiquette in proper progression.	Provide on-site supervision.

# CYCLING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>ALL GRADES</i></b>				
<p>Students are encouraged to inspect their bikes before use for working brakes and inflated tires.</p> <p>A CSA approved bicycle helmet must be worn.</p> <p>Have the supervisor carry a first aid kit.</p> <p>Provide a safety motor vehicle with a first aid kit.</p> <p>Consider the use of cellular phone.</p>	<p>Wear suitable clothing and footwear (no open-toed shoes).</p>	<p>Choose routes carefully in terms of the length, amount of gravel and pavement, frequency of traffic, and number of complex intersections and railway crossings.</p> <p>Prior to initial use of route, have teacher do a safety ride-through to address safety and suitability.</p> <p>For off-road routes, obtain permission of landowner.</p>	<p>Review and emphasize the safety procedures to be followed (including group riding procedures) before activities begin.</p> <p>Leave a record of students and the route they will be traveling in the school with an appropriate person.</p> <p>Make students aware of emergency procedures in case of an accident.</p> <p>Racing is not a suitable in-class activity.</p> <p>Use a buddy system.</p> <p>Inform parents that cycling will take students off school property.</p> <p>No walkmans.</p>	<p>Provide in the area supervision.</p>

# DANCE, RHYTHMIC ACTIVITIES

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i><b>ALL GRADES</b></i>				
Use electrical equipment that is in good working order.	Wear appropriate footwear (gymnastics slippers or running shoes). Bare feet are acceptable.	Use a gym or very large room free from obstacles for instruction.	Teach skills in proper progression.	Provide on-site supervision for rhythmic activities.  Provide in the area supervision for dance.

**DIVING**  
**TOWER DIVING**

**TOWER DIVING is not an approved in-class activity for elementary or secondary students.**

## DODGEBALL-TYPE GAMES TAG GAMES

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
Use a “nerf” ball, soft foam ball, utility ball, volleyball (partially deflated) for dodgeball-type games.	Wear suitable clothing and footwear.	Remove obstructions (e.g., desks, chairs) from playing area.  Use an outdoor playing area that is free of rocks and holes and provides good footing.	Modify rules to accommodate age, ability, and physical development of participants.  Establish rules for contact by the ball.  Teach skills in proper progression.	Provide constant visual supervision.

# FENCING

**FENCING is not approved as an in-class activity for elementary or secondary students.**

# FIELD HOCKEY

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>ALL GRADES</i></b>				
<p>Use regulation field hockey sticks.</p> <p>Have goaltender wear face protection, shin guards and full goalie equipment if regulation ball is used.</p> <p>Check sticks regularly for cracks.</p> <p>Use regulation field hockey balls or indoor “soft” balls.</p>	<p>Wear suitable footwear and clothing.</p>	<p>Bring holes and severely uneven surfaces to the attention of the principal and make students aware of them.</p> <p>Check playing surface regularly. A good playing surface is clear from debris and provides good footing.</p>	<p>Never bring stick above waist level.</p> <p>Implement a soccer-size crease area other than the scoring circle for the protection of the goalie.</p> <p>Don’t allow any player except the goalie in the crease.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p>



# FITNESS ACTIVITIES

## AEROBICS, CIRCUIT TRAINING, ETC.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>ALL GRADES</i></b>				
<p>Use stationary bicycles, benches, chinning bars, peg boards and other fitness equipment that is in good repair.</p> <p>Use electrical equipment that is in good working order.</p> <p>Use steps and/or slides that are in good repair and equipped with non-slip treads.</p> <p>Use tubing/elastic strips that are the proper tension and length for level of participant.</p> <p>Don't use free weights at the elementary level.</p>	<p>Wear suitable clothing and footwear.</p>	<p>Do fitness activities in a floor area that is free of all obstacles (e.g., tables and chairs).</p> <p>Allow adequate space between fitness activities and equipment to provide free flow of motion.</p>	<p>Modify fitness activities to reflect the age and ability level of students, the facilities and the equipment available.</p> <p>Where fitness equipment is being used (e.g., stationary bicycle, medicine ball, chinning bar, tubing) instruct students in the proper use of the equipment before they begin using it.</p> <p>Use a proper progression of activities:</p> <ol style="list-style-type: none"> <li>1) warm-up</li> <li>2) stretching</li> <li>3) peak work activities (which may include muscle strength and endurance activities)</li> <li>4) cool-down activities including tapering off, stretching and relaxation.</li> </ol> <p>Stress correct body alignment for injury prevention.</p> <p>Permit students to work at personal levels of intensity (e.g., low impact to high impact, low intensity to high intensity).</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p>

# FLOOR HOCKEY GYM RINGETTE

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>ALL GRADES</i></b>				
<p>Check stick regularly to ensure the blade is securely attached to the stick and that there are no cracks and splinters.</p> <p>For floor hockey, use only regulation plastic hockey sticks or hockey sticks with plastic blades.</p> <p>For ringette, use regulation ringette sticks.</p> <p>Have goalies wear a protective mask (e.g., catcher's mask).</p> <p>Use a "soft" ball such as a nerf ball, or plastic or soft rubber puck.</p>	<p>Wear suitable clothing and footwear.</p>	<p>Use a playing surface and surrounding area that is free of all obstacles (e.g., tables, chairs).</p> <p>Make sure all floor plugs are in place.</p>	<p>Strictly enforce rules with penalties.</p> <p>Teach skills in proper progression.</p> <p>Base games and activities on skills that are taught.</p> <p>No body contact.</p> <p>No sticks above the waist.</p> <p>Implement a crease for protection of the goalie and do not allow other players in the crease.</p>	<p>Provide on-site supervision.</p>

# FOOTBALL

## FLAG OR TOUCH FOOTBALL

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i><b>ALL GRADES</b></i>				
Use footballs appropriate to the size and ability of the group (e.g., smaller football or nerf ball for younger students).	Wear suitable gym clothing and footwear.	<p>Play in an area that is free of debris and obstructions and provides safe footing.</p> <p>Report holes and severely uneven surfaces to the principal and make students aware of them.</p>	<p>Teach skills in proper progression.</p> <p>Modify the rules of the game to accommodate differences in ability/age/physical development.</p> <p>No body contact and tackling.</p> <p>No molded or metal cleats.</p>	Provide on-site supervision.

# FOOTBALL TACKLE

**TACKLE FOOTBALL is not approved as an in-class activity for Kindergarten to Grade 12 students.**

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>EXTRACURRICULAR</i></b>				
<p>It is recommended that, at the time of equipment issue, a seminar for players, and possibly parents, be held to explain and stress the importance of proper fitting, safety and maintenance. After such a seminar, each player should be personally supervised when equipment is fitted and issued.</p> <p>It is expected that at least one staff member of the coaching staff of all high school football teams will attend a Saskatchewan Amateur Football Inc. seminar/workshop on equipment each year. This individual should inspect all high school football equipment prior to issuing of such equipment for the season.</p>		<p>Play in an area that is free of debris and obstructions and provides safe footing.</p> <p>Report holes and severely uneven surfaces to the principal and make students aware of them.</p>	<p>Teach skills in proper progression.</p> <p>All high school football teams must have a medical plan in place before any games are played. This should include:</p> <ul style="list-style-type: none"> <li>• a detailed emergency procedure</li> <li>• a designated vehicle to be used for emergencies</li> <li>• medical personnel in attendance (either doctor, physiotherapist, nurse, or emergency trained person)</li> <li>• emergency equipment supplies such as stretchers, etc.</li> <li>• it is imperative that no player be allowed on the playing field without a certified, approved helmet.</li> </ul> <p>Source: Saskatchewan High School Athletic Association</p>	

# GOLF

**GOLF is not a recommended in-class activity for students from kindergarten to grade 5 and is a high-risk activity at all grade levels.**

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>GRADES 6-12</i></b>				
<p>Check equipment, especially grips, regularly and repair as needed.</p> <p>Use plastic “whiffle” or rubber golf balls.</p> <p>No real golf balls on school property except for putting and chipping.</p>	<p>Wear suitable clothing and footwear.</p>	<p>Allow adequate space for full backswing and follow through.</p>	<p>Instruct students on proper golf etiquette and safety guidelines.</p> <p>Teach skills in proper progression.</p> <p>Establish a safe routine for hitting and retrieving golf balls.</p> <p>Designate a safe area for use of real balls while chipping.</p>	<p>Provide on-site supervision for initial instruction and when chipping with real golf balls.</p> <p>Provide in the area supervision following initial instruction.</p>

# GYMNASTICS

## GENERAL GUIDELINES

<i>All Grades</i>	SUPERVISION
<p>The Basic Movement Pattern (BMP) approach to gymnastics used in the Saskatchewan physical education curriculum is such that safety considerations are built into the program. By teaching landings – one of the basic movement patterns – teachers prevent injuries. Many injuries that occur in a gymnastics context – and in other physical activities – are the result of landing incorrectly. Teach students how to land safely in a variety of situations and have students practice landings regularly so they are learned to the point of becoming reflex reactions.</p> <p>Spotting – manual assistance provided to participants while performing skills on the floor or on equipment – is not appropriate in the elementary gymnastics program. Many gymnastics injuries are the result of attempting skills that students are not ready to perform. If the student needs spotting, this is a good indication that the student lacks the necessary physical or motor skills. Rather than have the student attempt the skill with a “spot”, more activities that lead up to the skill can be provided. Not only does this approach prevent the tendency for students to become dependent on a spotter, it reflects the reality that in a large group setting the teacher cannot spot all the students.</p> <p>Don’t force students to perform skills that are beyond their level of ability. When a student displays hesitation verbally or non-verbally, discuss the reason(s) for doubt with the student. After the discussion, if the teacher believes that a potential hesitancy during the performance of the skill could put the student at risk, the student can be directed toward a more basic skill.</p> <p>Mat work comes before use of equipment. A teacher who is unfamiliar with any gymnastics equipment can seek assistance from appropriate support staff and/or refrain from using the equipment until help is received.</p> <p>Skills are best taught in a logical progression from simple to complex. Students who demonstrate control of basic movement patterns are ready to go on to more complicated skills. For example, a landing on the feet should be performed with control on the floor before working on an elevated surface such as a box horse.</p>	

# **GYMNASTICS**

## **BARS, BEAMS AND RINGS**

**Gymnastics activities on bars, beams and rings are high-risk activities. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct high-risk activities like gymnastics activities on bars, beams and rings require written permission from the board of education.**

<b>EQUIPMENT</b>	<b>CLOTHING/ FOOTWEAR</b>	<b>FACILITIES</b>	<b>SPECIAL RULES/ INSTRUCTION</b>	<b>SUPERVISION</b>
<i><b>GRADES 9-12</b></i>				

<p>Inspect and test equipment on a regular basis and repair as required.</p> <p>Teacher's responsibilities include a safety check for proper set-up and to ensure all locking mechanisms are locked prior to use.</p> <p>Use general utility mats:</p> <ul style="list-style-type: none"> <li>• ensolite 3.8 cm (1½")</li> <li>• trocellen 5.1 cm (2")</li> <li>• ethefoam 3.8 cm</li> <li>• sarneige 3.8 cm (1½")</li> <li>• mats of equivalent compaction rating</li> </ul> <p>Don't use 30.5 cm – 60.9 cm (12" – 24") thick mats as a landing surface for vaulting or for controlled landings (e.g., landing on feet) off any piece of equipment.</p> <p>Use landing mats that are 10 cm (4") or greater when the student is in an elevated, inverted body position.</p> <p>For initial attempts of inversion-type moves on any apparatus use a 30.5 cm - 60.9 cm (12" – 24") mat.</p>	<p>Wear close fitting gym clothing.</p> <p>Bare feet are acceptable. Wear running shoes or gymnastics slippers. Remind students to tie their shoelaces securely.</p> <p>Tie back long hair.</p> <p>Secure or remove glasses.</p>	<p>Situate mats around/under apparatus to create a landing area with no open spaces.</p> <p>Attach velcro mats.</p> <p>Properly secure equipment to floor/ceiling.</p> <p>Allow sufficient space between apparatus to allow free movement on the apparatus and space to dismount.</p>	<p>Familiarize students with the concept of spotting.</p> <p>No inversions unless instructed by teacher and a 30.5 cm - 60.9 cm (12" - 24") landing mat is in place.</p> <p>Use balance beams that are appropriate for students' height.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision for balance beam, parallel bars and uneven bars.</p> <p>Provide constant visual supervision for inversions.</p> <p>Provide constant visual supervision during initial teaching on still rings. After instruction, and when there are no inversions, provide on-site supervision.</p> <p>Parallel bars, still rings, and uneven parallel bars must be taught by a certified instructor.</p>
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# GYMNASTICS

## BEAT BOARD

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>ALL GRADES</i></b>				
Use velcro mats.	<p>Wear close fitting gym clothing.</p> <p>Bare feet are acceptable. Wear running shoes or gymnastics slippers. Remind students to tie their shoelaces securely.</p> <p>Tie back long hair.</p> <p>Secure or remove glasses.</p>	<p>Design floor plan to allow enough space around each piece of apparatus for safety of movement.</p> <p>Design floor plan to allow for landing at safe distances away from walls and other equipment.</p> <p>Remove excess furniture and equipment (e.g., tables and chairs) from perimeter of gym.</p>	<p>Introduce beat board activities in a developmental sequence (e.g., take-offs and landing from beat board to mat before beat board to box horse).</p> <p>Teach skills in proper progression.</p>	Provide on-site supervision.

# GYMNASTICS

## BOX HORSE

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i><b>ALL GRADES</b></i>				
<p>Don't use the beat board with the box horse at the elementary level.</p> <p>Use velcro mats to designate the landing area.</p>	<p>Wear close fitting gym clothing.</p> <p>Bare feet are acceptable. Wear running shoes or gymnastics slippers. Remind students to tie their shoelaces securely.</p> <p>Tie back long hair.</p> <p>Secure or remove glasses.</p>	<p>Design floor plan to allow enough space around each piece of apparatus for safety of movement.</p> <p>Design floor plan to allow for landings at safe distances away from walls and other equipment.</p> <p>Remove excess furniture and equipment (e.g., tables and chairs) from perimeter of gym.</p>	<p>No aerial somersaults off the box horse.</p> <p>Use a box horse that is a suitable height for students (e.g., below shoulder height) and appropriate to the activity.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p>

# GYMNASTICS

## CLIMBING ROPES

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>ALL GRADES</i></b>				
<p>Place mats under ropes (velcro mats together).</p> <p>Check ropes regularly for fraying. Don't use severely frayed ropes, as students get slivers.</p> <p>For inversion activities use a 30.5 cm – 60.9 cm (12" – 24") landing mat.</p>	<p>Wear close fitting gym clothing.</p> <p>Bare feet are acceptable. Wear running shoes or gymnastics slippers. Remind students to tie their shoelaces securely.</p> <p>Tie back long hair.</p> <p>Secure or remove glasses.</p>	<p>Design floor plan to allow enough space around each piece of apparatus for safety of movement.</p> <p>Design floor plan to allow for landings at safe distances away from walls and other equipment.</p> <p>Remove excess furniture and equipment (e.g., tables and chairs) from perimeter of gym.</p>	<p>No inversions in which the student hangs more than 1.5 m above the floor.</p> <p>Introduce rope activities in a developmental sequence.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p> <p>Provide constant visual supervision for inversions.</p>

# GYMNASTICS

## LANDING MAT

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>ALL GRADES</i></b>				
Use a landing mat that is 30.5 cm - 60.9 cm (12" – 24") thick.	<p>Wear close fitting gym clothing.</p> <p>Bare feet are acceptable. Wear running shoes or gymnastics slippers. Remind students to tie shoelaces securely.</p> <p>Tie back long hair.</p> <p>Secure or remove glasses.</p>	<p>Design floor plan to allow enough space around each piece of apparatus for safety of movement.</p> <p>Design floor plan to allow for landings at safe distances away from walls and other equipment.</p> <p>Remove excess furniture and equipment (e.g., tables and chairs) from perimeter of gym.</p>	<p>Use mats under elevated inverted body positions.</p> <p>Place landing mats to minimize movement of mat on impact.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p> <p>Provide constant visual supervision for inversions.</p>

# GYMNASTICS

## MATS

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>ALL GRADES</i></b>				
<p>Place mats on all designated landing areas under and around equipment.</p> <p>Where mats are side by side, velcro them together.</p> <p>Check mats regularly for wear and tears.</p> <p>Appropriate sizes for utility mats are:</p> <ul style="list-style-type: none"> <li>• ensolite 3.8 cm (1½")</li> <li>• trocellen 5.1 cm (2")</li> <li>• ethefoam 3.8 cm (1½")</li> <li>• sarneige 3.8 cm (1½")</li> <li>• mats of equivalent compaction rating</li> </ul> <p>Use a 30.5 cm - 60.9 cm (12" - 24") landing mat when a student is in an elevated inverted body position.</p>	<p>Bare feet are acceptable.</p> <p>Wear running shoes or gymnastics slippers.</p> <p>Wear gym clothing that allows unrestricted movement.</p> <p>Tie back long hair and remove barrettes.</p> <p>Secure or remove glasses.</p>	<p>Design floor plan so that there is enough space around each piece of apparatus for safe movement.</p> <p>Design floor plan so that landings take place at a safe distance from walls and other equipment.</p> <p>Remove excess equipment (e.g., tables and chairs) from perimeter of gym.</p>	<p>Be aware of the physical limitations of students (e.g., strength, flexibility, weak wrists, epilepsy).</p> <p>Discourage students from attempting to perform front and back walkovers and backward rolls (directly over the head). Backward shoulder rolls can be performed instead.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision for mats and utility boxes. Provide constant visual supervision if students are doing inversions on this equipment.</p>

# GYMNASTICS

## TRAMPOLINE

**Gymnastics activities on trampolines are high-risk activities. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct high-risk activities like gymnastics activities involving a trampoline require written permission from the board of education.**

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>ALL GRADES</i></b>				
<p>Inspect trampoline on a regular basis and repair as necessary.</p> <p>Instructor's responsibilities include setting up and inspecting the trampoline before use.</p> <p>Use a trampoline with secure frame padding that covers frame and springs.</p>	<p>Wear close fitting gym clothing.</p> <p>Bare feet are acceptable. Wear running shoes or gymnastics slippers. Remind students to tie their shoelaces securely.</p> <p>Tie back long hair back.</p> <p>Secure or remove glasses.</p>	<p>Design floor plan to allow enough space around apparatus for safe use.</p> <p>Minimum ceiling height: 7 m.</p>	<p>Level One Trampoline coaching certification is required.</p> <p>Teach skills in proper progression.</p>	<p>Position trained student and/or teacher spotters around the trampoline when it is being used. Minimum one spotter per side.</p> <p>Use spotters who are tall enough so that the trampoline frame is at chest level. This may require the assistance of older students.</p> <p>Provide constant visual supervision during initial instruction.</p> <p>Provide on-site supervision following initial instruction.</p>

# HORSEBACK RIDING

## ENGLISH OR WESTERN

**Horseback riding is a high-risk activity. Teachers who wish to instruct a high-risk activity like horseback riding require approval from the board of education.**

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i><b>ALL GRADES</b></i>				
<p>Have a first aid kit available on site.</p> <p>Use horses suitable for beginning riders.</p> <p>Use appropriate, safe tack, properly fitted to the horses.</p> <p>Adjust tack (girth, stirrups) for each rider and have instructor check tack.</p>		<p>Use properly maintained, licensed riding establishments for instruction.</p> <p>Use riding areas (indoor or outdoor) that have adequate space and good footing free of potential hazards – (e.g., broken gates, roadways).</p> <p>Use an enclosed area for initial instruction of beginning riders before starting on the trail or larger space.</p> <p>Have ready access to a phone.</p>	<p>Instruct students on safe handling and riding techniques.</p> <p>Require students to follow the rules laid out regarding riding areas, treatment of horses, allowable activities, etc.</p> <p>Discuss implementation of the emergency action plan with facility staff.</p>	<p>Provide on-site supervision by qualified instructor for initial instruction.</p> <p>Provide in the area supervision after initial instruction and when out on trails.</p> <p>Teacher/supervisor presence is important.</p> <p>Suggested instructor/student ratio: one qualified instructor for each 10 mounted students.</p>

# ICE HOCKEY

## SHHS INTRAMURAL & EXTRACURRICULAR

**ICE HOCKEY is not an approved in-class activity for students from kindergarten to grade 12 and is a high-risk activity at all grade levels.**

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>GRADE 9-12 INTRAMURAL &amp; EXTRACURRICULAR</i></b>				
Have a first aid kit available on site.  All players must be fully equipped as per CAHA regulations (i.e.: wear approved hockey helmet with cage, gloves, elbow pads, throat protector, etc.).		Use ice surface that is free from debris and deep ruts.	No slap shots.  No body contact.  Enforce all rules.	Provide on-site supervision.



# LACROSSE

## SOFT

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>ALL GRADES</i></b>				
<p>Use “soft” lacrosse balls.</p> <p>Have goaltender wear a face mask.</p> <p>Use molded plastic sticks or wooden sticks.</p>	<p>No metal cleats.</p> <p>Wear suitable clothing and footwear.</p>	<p>Inspect the playing area regularly to be sure it is free of debris and obstacles, and provides good footing.</p> <p>Bring holes and severely uneven surfaces to the attention of the principal and make students aware of them.</p>	<p>Teach skills in proper progression.</p> <p>Base games on skills that are taught.</p> <p>Play only non-contact lacrosse in physical education class.</p> <p>Modify rules to exclude stick on stick, or stick on body contact and to prevent accidental contact within 1 m of the gym wall or playground fence.</p> <p>Stress student responsibility regarding individual space.</p>	<p>Provide on-site supervision.</p>

# LACROSSE

## BOX/FIELD

**BOX/FIELD LACROSSE is not an approved in-class activities for students from kindergarten to grade 12.**

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>EXTRACURRICULAR</i></b>				
<p>If a goaltender is used, have him/her wear full equipment.</p> <p>Wear helmets, gloves and mouth guards if stick on stick contact is allowed.</p> <p>Use lacrosse sticks.</p> <p>Check lacrosse sticks often for cracks and splinters.</p>	<p>No metal cleats.</p>	<p>Inspect the playing area regularly to be sure it is free of debris and obstacles, and provides good footing.</p> <p>Bring holes and severely uneven surfaces to the attention of the principal and make students aware of them.</p>	<p>Teach skills in proper progression.</p> <p>Base games on skills that are taught.</p> <p>No stick on body contact.</p> <p>Establish a crease area around the goal and don't allow anyone except the goalie in the crease.</p>	<p>Provide on-site supervision.</p>

# LOW ORGANIZATIONAL GAMES

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Use equipment that is in good repair.</p> <p>Use a ball that is appropriate for the age, size, strength and skill level of students.</p>	<p>Wear suitable footwear (e.g., shoes for outdoor games).</p>	<p>Use an outdoor playing area that is free of debris and obstructions and provides safe footing.</p> <p>Use an indoor playing area that is free of hazards such as tables and chairs both in the area and on the perimeter of the area.</p>	<p>Teach students to stop playing immediately when a signal (such as a double whistle blast) is given.</p> <p>When students are playing games indoors that involve running to a line, don't use walls as an endline a goal. Draw a goal line at least 3 metres from the wall and mark with cones.</p>	<p>Provide on-site supervision.</p>

# MARTIAL ARTS

**MARTIAL ARTS is not a recommended in-class activity for students from kindergarten to grade 6 and is a high-risk activity at all grade levels. Teachers who wish to instruct a high-risk activity like martial arts require written permission from the board of education.**

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>GRADES 7-12</i></b>				
Use 5.1 cm (2") mats, wrestling mats, or mats of equivalent compaction rating when the activity involves throws or falls.	Bare feet are preferred.  Tie back long hair.	Use a floor surface that is clear, smooth, level, dry and free of all obstacles (e.g., tables and chairs).	Stress the importance of anticipation, avoidance of risky situations, self-defence tactics and appropriate aggression.  Select warm-up activities that emphasize conditioning and flexibility.  Teach skills in proper progression.	Use qualified instructors to deliver the program.  Provide on-site supervision.

# OUTDOOR EDUCATION

## GENERAL GUIDELINES

<i>ALL GRADES</i>	SUPERVISION
<p>Have all outdoor education excursions approved by principal or designate.</p> <p>Approval can include consideration of itinerary, suitability of trip activities to the curriculum, travel time, safety factors, supervision arrangements, age appropriateness (refer to board of education's field trip policy).</p> <p>Have board of education official sign a detailed application form for all overnight trips.</p> <p>Have parents complete parental consent forms prior to any student going on outdoor education trip.</p> <p>For all trips requiring transportation, prepare a list of all the students in each vehicle, provide it to the chaperones, and leave a copy at the school.</p> <p>For overnight trips, have students provide medical information to the chaperone, including their health card number and any special health information.</p> <p>Make supervisors on trip aware of any students with medical problems and any student on medication.</p> <p>Have students on vital medication bring an extra supply. Be sure this medication is in a clearly marked container in the supervisor's possession. Handle all medications in accordance with the board of education's policy on dispensing medication.</p> <p>Provide trip supervisors with a list of parent contact/emergency contact numbers.</p> <p>Use only staff or volunteer drivers who comply with board of education requirements for insurance.</p> <p>Provide the teacher supervising the trip with telephone number and location of nearest doctor, and location of nearest hospital and nearest phone.</p> <p>Typical information on parent consent forms includes itinerary, date, relationship of trip activities to curriculum, supervision arrangements, cost per student, behavioural expectations, inherent risks, and where applicable, date and time of parent information meeting.</p> <p>Provide students with a list of recommended clothing and personal items suitable for the specific activity.</p> <p>Wear sun protection for all outdoor education activities.</p>	<p>Provide both male and female chaperones for mixed gender groups on overnight trips.</p> <p>Have access to a vehicle for emergency purposes.</p> <p>Designate a supervisor (e.g., teacher or parent) who is not the supervisor in charge of the trip to transport an injured student to hospital.</p>

# OUTDOOR EDUCATION

## BACKPACKING

Day trips from school or base camp – Grades 6-12

Extended trips with overnight camping – Grades 10-12

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>GRADES 6-12</i></b>				
<p>Collect and check all necessary equipment before the trip.</p> <p>Equipment includes:</p> <ul style="list-style-type: none"> <li>• compass</li> <li>• whistle or other signaling device</li> <li>• first aid kit</li> <li>• nutritious food which does not require preparation</li> <li>• adequate water</li> <li>• sun protection</li> <li>• matches in waterproof container.</li> </ul>	<p>Wear comfortable and durable flat shoes or boots.</p> <p>Wear clothing in layers suitable for the season.</p>	<p>Use only designated trails.</p> <p>Take a map of the route on the trip and leave a copy with the supervisor at the school.</p> <p>Ensure that teacher is familiar with the route.</p> <p>If backpacking trip originates from base camp, leave a map with the supervisor at base camp.</p>	<p>Have trip supervisors carry any necessary medication for designated students.</p> <p>Plan trip so that length and difficulty is appropriate for age and ability of students.</p> <p>Use a buddy system.</p> <p>Familiarize students with the route.</p> <p>Postpone trip if there is any indication of threatening weather that could put student safety at risk.</p> <p>Make students aware of:</p> <ul style="list-style-type: none"> <li>• emergency procedures</li> <li>• signal to assemble.</li> </ul> <p>Avoid traveling in darkness.</p> <p>Ensure that trip supervisors are aware of location of nearest phone and/or help in an emergency.</p>	<p>Provide on-site supervision.</p> <p>Recommended ratio of supervisors to students:</p> <ul style="list-style-type: none"> <li>• day hikes – 1:15</li> <li>• local overnight hikes – 1:15</li> <li>• distant overnight hikes – 1:8.</li> </ul>

# OUTDOOR EDUCATION

## CAMPING

An extended overnight camping experience in an outdoor environment with students using tents and doing their own food preparation. No canoeing.

Dorm camping – Grades 1-12

Tent camping – Grades 1-12

Overnight camping – Grades 4-12

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b>ALL GRADES</b>				
<p>If cooking on stoves, use propane/liquid gas type stoves.</p> <p>Collect and check all necessary equipment before the trip.</p> <p>Equipment includes:</p> <ul style="list-style-type: none"> <li>• whistle or other signaling device</li> <li>• first aid kit</li> <li>• flashlight</li> <li>• shovel</li> <li>• sun protection</li> <li>• waterproofed matches.</li> </ul>	<p>No bare feet in campsite area.</p> <p>Wear clothing in layers suitable for the season.</p> <p>Clothing for overnight camping includes:</p> <ul style="list-style-type: none"> <li>• sleeping bag/blanket</li> <li>• rain gear.</li> </ul>	<p>Plan trip so that washroom facilities are accessible.</p> <p>Have access to a phone (cell phone or regular phone within walking distance).</p>	<p>Plan program in detail with contingency plans for inclement weather.</p> <p>Remove all food items, gum and cosmetics from tents at night and keep in bear-proof containers or cars.</p> <p>Filling and lighting camp stoves is an adult responsibility.</p> <p>Make students aware of behavioural expectations, boundaries for activity, assembly procedures.</p> <p>Plan program activities that are age and skill level appropriate.</p> <p>No open flames near tents.</p> <p>Develop a process to account for students and to identify any students who may be missing.</p> <p>Provide food and drink of a nutritious quality and quantity appropriate for high energy outdoor activity.</p>	<p>Provide constant visual supervision when filling and lighting camp stoves.</p> <p>Provide on-site supervision for other activities.</p> <p>Have at least one leader with current first aid certification.</p> <p>Have some leaders with previous tent camping experience.</p> <p>Have access to a vehicle for emergency purposes.</p> <p>Designate an adult supervisor who is not the “in-charge” supervisor to accompany an injured student to hospital.</p> <p>Recommended ratio of supervisors to students:</p> <ul style="list-style-type: none"> <li>• Grades 4-9 – 1:8</li> <li>• Grades 10-12 – 1:15.</li> </ul>

# OUTDOOR EDUCATION

## CANOE TRIPPING

Traveling in groups by canoe through wilderness or semi-wilderness areas for a period of time which includes at least one overnight camp – Grades 10-12

**CANOE TRIPPING is not a recommended activity for students from kindergarten to grade 9 and is a high-risk activity at all grade levels. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct a high-risk activity like canoe tripping require written permission from the board of education.**

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b>GRADES 10-12</b>				
Equipment includes: <ul style="list-style-type: none"> <li>• extra paddle per canoe</li> <li>• first aid kit</li> <li>• waterproof matches</li> <li>• 8 m length of rope</li> <li>• repair kit for canoe.</li> </ul>	Wear properly fitting, Transport Canada approved life jacket/P.F.D., with whistle attached, at all times while on the water.  Clothing includes: <ul style="list-style-type: none"> <li>• rain gear</li> <li>• appropriate clothing in layers</li> <li>• dry change of clothing.</li> </ul>	Plan a route that is appropriate to age/ability of students.	Complete a trip itinerary and file it with an appropriate school official.  Develop an emergency action plan and communicate it to all involved with the trip.  No trips through white water.  Test all candidates for participation in a school canoe trip for the minimum standards in each of the areas as outlined below:  <b>1. WATER SAFETY</b> Prior to water activities successfully complete the following swim test: <ul style="list-style-type: none"> <li>• swim 100 m continuously any stroke</li> <li>• tread water for 3 minutes</li> <li>• put on life jacket in water</li> <li>• demonstrate the help/huddle position.</li> </ul>	Have at least one supervisor with Canadian Recreational Canoeing Association Level II Canoe Tripping certification. If the group is divided into two trips, then have two supervisors with these qualifications.  Have at least one supervisor with: <ol style="list-style-type: none"> <li>1) National Lifeguard Service Lifeguard Certificate, or</li> <li>2) Current first aid qualifications such as:               <ul style="list-style-type: none"> <li>• St. John Emergency First Aid Certificate, or</li> <li>• Canadian Red Cross Emergency First Aid Certificate, or</li> <li>• Royal Life Saving Society Aquatic Emergency Care Certificate, or</li> <li>• Canadian Ski Patrol First Aid Certificate.</li> </ul> </li> </ol>



# OUTDOOR EDUCATION

## CANOE TRIPPING (continued)

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b>GRADES 10-12</b>				
			<p><b>2. CANOEING SKILLS</b>            Demonstrate basic competence in the following skills:</p> <ul style="list-style-type: none"> <li>• power stroke</li> <li>• “J” stroke</li> <li>• sweep strokes</li> <li>• draw stroke</li> <li>• backwater strokes</li> <li>• proper entry/exit from canoe</li> <li>• self rescues in dry and/or swamped canoes</li> <li>• canoe over canoe rescue procedures</li> <li>• synchronized strokes</li> <li>• packing a canoe</li> <li>• portaging techniques.</li> </ul> <p>Have mastered the “J” stroke.</p> <p>Instruct students on how to handle unexpected wind and wave conditions.</p> <p><b>3. RELATED AREAS</b>            Familiarize students with:</p> <ul style="list-style-type: none"> <li>• basic first aid and hypothermia</li> <li>• personal camping and canoeing equipment and repairs</li> <li>• suitable clothing</li> <li>• camping skills and safety</li> <li>• environmental concerns</li> <li>• use of a compass</li> <li>• map reading.</li> </ul> <p>Postpone trip if there is any indication of inclement weather or cold water conditions severe enough to put students’ safety at risk.</p> <p>Teach skills in proper progression.</p>	<p>Have at least one supervisor who has experience with:</p> <ul style="list-style-type: none"> <li>• bug season</li> <li>• cold water rapids (recognize inherent danger and ways to avoid)</li> <li>• cooking over open fire without a grate</li> <li>• campcraft waterproofing methods during wet weather.</li> </ul> <p>Have at least one supervisor with general knowledge of the area.</p> <p>Establish a systematic pattern for group travel and communication.</p> <p>Have two adult supervisors on overnight trips.</p> <p>Where female and male students participate in a trip, provide both female and male supervisors.</p> <p>Ratio of supervisors to students: 1:8.</p>

# OUTDOOR EDUCATION

## CANOEING Pool & Lake

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b>GRADES 6-12</b>				
<p>No aluminum canoes in pools.</p> <p>Check paddles for cracks and splinters.</p>	<p>Wear correct fitting, Transport Canada approved P.F.D./life jackets, for open water canoeing.</p> <p>Wear clothing that is appropriate for open water canoeing.</p>	<p>Select water conditions appropriate for the skill level of the group.</p>	<p>Before open water canoeing, provide instruction in:</p> <ul style="list-style-type: none"> <li>• power stroke</li> <li>• “J” stroke</li> <li>• sweep stroke</li> <li>• draw stroke</li> <li>• backwater stroke</li> <li>• proper entry/exit from canoe</li> <li>• provide instruction for rescue procedures</li> <li>• self rescues into dry and/or swamped canoes</li> <li>• canoe over canoe rescue procedures (grades 9-12)</li> <li>• synchronized strokes, positioning of paddlers, and packing the canoe.</li> </ul> <p>Consider having a rescue craft available while students are canoeing on open water.</p> <p>Non-swimmers should be identified so that appropriate safety precautions can be arranged.</p>	<p>Provide on-site supervision when students are canoeing.</p> <p>Have access to a vehicle for emergency purposes.</p> <p>Designate a supervisor (e.g., teacher or parent) who is not the “in-charge” person to transport an injured student to hospital.</p> <p>Have at least one supervisor with:</p> <ul style="list-style-type: none"> <li>• National Lifeguard Service Lifeguard certificate, or</li> <li>• Current first aid qualifications, or</li> <li>• St. John Emergency First Aid Certificate, or</li> <li>• Royal Life Saving Society Aquatic Emergency Care Certificate, or</li> <li>• Canadian Ski Patrol First Aid Certificate.</li> </ul> <p>Ratio of supervisors to students:</p> <ul style="list-style-type: none"> <li>• Grades 6-9 – 1:10</li> <li>• Grades 10-12 – 1:15</li> </ul>

# OUTDOOR EDUCATION

## LAKE SWIMMING

**Lake, creek and river swimming are high-risk activities. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct high-risk activities like lake, creek or river swimming require written permission from the board of education.**

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>GRADES 4-12</i></b>				
Equipment includes: <ul style="list-style-type: none"> <li>• buoy line</li> <li>• whistle or other signaling device</li> <li>• first aid kit(s)</li> <li>• throw line</li> <li>• reaching assists.</li> </ul>	Wear appropriate swimming attire.  Tie back long hair or wear it in a bun.	Use a swimming area that is: <ul style="list-style-type: none"> <li>• clearly marked</li> <li>• free from hazards</li> <li>• roped off with floating devices</li> <li>• of suitable water temperature</li> <li>• reasonably clear.</li> </ul> No swimming in fast moving rivers or streams.  Prior to trip, check with local authorities to determine whether water is safe for swimming.	Written parental permission for child to be involved in any swimming activity is desirable. Permission note can indicate child's swimming ability (e.g. non-swimmer, capable swimmer). Identify and observe non-swimmers. Follow posted rules and regulations of swimming area. Use a definite counting system at regular intervals (e.g., number students and every 15 minutes blow whistle and have them count off). Use a buddy system. No swimming if there are any indications of bad weather. No swimming after dark. Swimming allowed only in designated area. No distance swims. Position lifeguard so s/he is clearly visible to all swimmers at all times. In an emergency situation, lifeguard is in charge. Have an emergency action plan in place. Inform students of acceptable standards of behaviour in the water. No diving. No flotation devices. Practice an emergency water drill (e.g., assemble on shore with 3 loud whistle blasts).  Length of swim depends on skill and age of swimmers, condition of atmosphere, condition of water, time of day.  Teach skills in proper progression.	Provide on-site supervision.  Have one supervisor with current certification : <ul style="list-style-type: none"> <li>• National Lifeguard Service Lifeguard Certificate Waterfront option, or</li> <li>• National Lifeguard Service Pool Certificate with two years waterfront experience</li> </ul> Provide at least one other adult supervisor in addition to the lifeguard.  Have access to a vehicle for emergency purposes.  Designate a supervisor (e.g., teacher or parent) who is not the "in charge" supervisor to transport an injured student to hospital.  Suggested ratio of qualified lifeguard/instructor to students: <ul style="list-style-type: none"> <li>• K to 8 level – 1:15</li> <li>• 9 to 12 level – 1:30</li> </ul>

# OUTDOOR EDUCATION

## ROCK CLIMBING/ROPE & FIXED-FACE CLIMBS

(Top Rope Climbs Only)

**ROCK CLIMBING is not a recommended activity for students from kindergarten to grade 9 and is a high-risk activity at all grade levels. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct high-risk activities like rock climbing or fixed-face climbs require written permission from the board of education.**

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b>GRADES 10-12</b>				
<p>Wear helmets for rock climbing. Helmets reduce the potential for injury.</p> <p>Use ropes and associated climbing equipment designed specifically for rock climbing.</p> <p>Use ropes that are minimum 11 mm diameter and constructed for rock climbing.</p> <p>Have a first aid kit available on site.</p> <p>Use a mechanical belay system instead of a body belay (e.g., stitch plate, minute hitch, figure 8, carabiner brake).</p>	<p>No loose clothing.</p>	<p>Use a climbing area appropriate for age and ability levels of the students.</p>	<p>Design an emergency action plan and communicate it to all involved in the program.</p> <p>Clearly outline safety procedures to students.</p> <p>No climbs on slippery and/or wet rocks.</p> <p>Unless tied in, stay clear of the top edge of the rock face.</p> <p>Have access to completed medical forms at all times.</p> <p>Instructor inspects all equipment prior to the climb.</p> <p>No lead climbing or protection placement.</p> <p>Ensure that instructor/leader is familiar with the climbing area.</p> <p>Teach skills in proper progression.</p>	<p>For rock climbing, have an instructor who is a Rock Guide as certified by the Association of Canadian Mountain Guides.</p> <p>For gym climbing, have an instructor who is a Level 2 Instructor as certified by the Association of Canadian Mountain Guides.</p> <p>Have a suitable means of transporting an injured climber available.</p> <p>Supervisor/student ratio: 1:8.</p> <p>Teacher accompanies students to the site and remains on site for the instruction if a person other than the teacher is doing the instructing.</p>

# OUTDOOR EDUCATION

## SAILING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>GRADES 10-12</i></b>				
<p>Inspect equipment supplied by a local sailing school for defects.</p> <p>Check all personal safety equipment for any defects prior to use.</p>	<p>Wear proper shoes with a non-slip sole.</p> <p>Wear correctly fitting, Transport Canada approved P.F.D./ life jacket with whistle attached at all times on the water.</p> <p>No loose fitting clothing.</p>	<p>Use only facilities with designated sailing areas.</p>	<p>Expect students to know and obey acceptable standard of behaviour while in the boats.</p> <p>Clearly outline safety procedures and an emergency action plan to students.</p> <p>Prior to water activities successfully complete the following swim test:</p> <ul style="list-style-type: none"> <li>• swim 100 m continuously any stroke</li> <li>• tread water for 3 minutes</li> <li>• put on a life jacket in the water</li> <li>• demonstrate the help/huddle position.</li> </ul> <p>Take weather and water conditions into consideration.</p> <p>Obtain parent permission for participation.</p> <p>Teach basic sailing safety in the classroom before going on the water.</p> <p>Teach skills in proper progression.</p>	<p>Have instructors who are certified instructors (Sailing Certificate from the Canadian Yachting Association) instruct the course.</p> <p>Have one motorized safety boat for every 8 sailboats.</p> <p>Teacher is present and accompanies students to and from facility.</p> <p>Provide on-site supervision.</p>

# OUTDOOR EDUCATION

## WINTER CAMPING

Warm winter camping means heat sources are inside shelters.  
Cold winter camping means heat sources are external to shelters.

**WINTER TENT CAMPING is not a recommended activity for students from kindergarten to grade 9 and is a high-risk activity at all grade levels. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct a high-risk activity like winter camping require written permission from the board of education.**

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>GRADES 10-12</i></b>				
Equipment includes: <ul style="list-style-type: none"> <li>• first aid kit</li> <li>• whistle or other signaling device</li> <li>• waterproof matches.</li> <li>• a lightweight camp stove.</li> </ul>	Wear clothing that is appropriate for weather conditions.  Use layering principles for clothing.  Carry a dry change of clothing for each student.	Use facilities/site that is consistent with age and experience of campers.	Instruct students in the prevention and treatment of hypothermia/frostbite.  Instruct students in outdoor winter survival techniques.  Establish a systematic pattern for group travel and communication.  Leave a complete trip itinerary in the school.  Obtain parent permission for participation in winter camping.	Have instructor/supervisors with previous winter camping experience.  Have at least one supervisor with St. John Emergency First Aid Certificate or equivalent.  Supervisor/student ratio: 1:8.

# PARACHUTE ACTIVITIES

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i><b>ALL GRADES</b></i>				
Check the parachute to ensure that it is in good condition.	Wear suitable clothing and footwear.	Establish a safety procedure.  Use a playing area that is free of all obstacles.  Clearly define court boundary lines.	No games played where any body part is put through the hole in the chute.  Teach proper skill progression before games are introduced.	Provide on-site supervision.  Provide constant visual supervision for K-grade 3.

# RACQUET SPORTS

## RACQUETBALL, PADDLEBALL, HANDBALL, SQUASH

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i><b>ALL GRADES</b></i>				
<p>Safety eye goggles are required.</p> <p>Use racquetball and paddleball racquets that are equipped with a thong that is worn around the wrist.</p> <p>Use balls that are appropriate to the skill level of players (e.g., foam tennis balls or vinyl balls).</p>	<p>Wear suitable clothing and footwear.</p>	<p>Clearly define court boundary lines.</p> <p>In side-by-side court situations, establish safety procedures.</p>	<p>When teaching skills, allow adequate space for each player to make an uninterrupted swing.</p> <p>Teach and enforce the code of etiquette for court play (e.g., not entering a court in use).</p> <p>No more than 4 players on a playing area for handball, paddleball and racquetball.</p> <p>Teach skills in proper progression.</p>	<p>During initial instruction, provide on-site supervision.</p> <p>After instruction, provide in the area supervision.</p>



# RACQUET SPORTS

TENNIS, BADMINTON, PICKLEBALL, TABLE TENNIS

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>ALL GRADES</i></b>				
<p>Use racquets that have a good grip and are in safe playing condition.</p> <p>Wear eye protection when playing doubles badminton in grades 9-12. Safety eye goggles reduce the potential for injury.</p>	<p>Wear suitable clothing and footwear.</p>	<p>Use a playing area that is free from debris and obstructions, and provides safe footing.</p>	<p>When teaching skills, allow adequate space for each student to make a free and uninterrupted swing.</p> <p>Teach and enforce the code of etiquette for court play (e.g., not entering a court being used).</p> <p>Teach skills in proper progression.</p> <p>Modify activities/skills to the age and ability level of the participants.</p>	<p>During initial instruction, provide on-site supervision.</p> <p>After instruction, provide in the area supervision.</p> <p>During equipment set-up, provide on-site supervision.</p>

# RUGBY

**RUGBY and TACKLE RUGBY are not approved in-class activities for students from kindergarten to grade 12 and are high-risk activities at all grade levels.**

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>EXTRACURRICULAR</i></b>				
Use regulation rugby balls or footballs.	No metal cleats.  Wear suitable clothing and footwear.	Pad goal posts if in field of play.  Select a playing area that is free from debris and obstructions, provides suitable footing and is well removed from traffic areas.  Bring holes and severely uneven surfaces to the attention of the principal and make students aware of them.  Use collapsible, soft pylons or field paint to mark boundaries and lines.	Modify rules to accommodate ability/age/physical development (e.g., non-contact rugby).  Permit full contact only if: <ul style="list-style-type: none"> <li>• participation is completely optional</li> <li>• students are free to withdraw from activities they feel unprepared for</li> <li>• students have been physically prepared for contact rugby.</li> </ul> Teach skills in proper progression.	Provide on-site supervision.

# SCOOPBALL

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>ALL GRADES</i></b>				
<p>Use scoops and balls that are in good playing condition (e.g., no cracks and/or chips).</p> <p>Use nets made of plastic or PVC material.</p> <p>Have goalie wear a protective mask.</p>	<p>Wear suitable footwear and clothing.</p>	<p>Choose a playing area that is free of obstructions including tables/chairs and other equipment around the perimeter.</p>	<p>Teach proper skill progression before games are introduced.</p> <p>No intentional contact (e.g., body to body or scoop to body).</p> <p>Stress student responsibility regarding the need for individual space.</p>	<p>Provide on-site supervision.</p>

# SCOOTER BOARDS

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EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>ALL GRADES</i></b>				
<p>Use scooter boards that are in good repair (e.g., no cracks, broken edges, or loose wheels).</p>	<p>Wear shoes at all times.</p> <p>No loose, hanging clothing.</p> <p>Tie back long hair or put hair in a bun when lying on scooter.</p>	<p>Use an area that is free of obstructions including excess equipment around perimeter (e.g., tables, chairs, mats, boxes.).</p> <p>Establish boundaries away from walls or use protective mats to eliminate protrusions (e.g., handles on stage storage).</p>	<p>No standing on scooter boards.</p> <p>Stress to students that scooter boards are not to be used like skateboards.</p> <p>In relay-type activities, allow room for slow-down or run-off area.</p> <p>Teach skills in proper progression.</p> <p>No scooter to scooter intentional contact.</p> <p>In scooter soccer and scooter hockey, no high swings with legs and sticks.</p>	<p>Provide on-site supervision.</p>

# SHINNY

## OFF ICE

**SHINNY is not a recommended in-class activity for students from kindergarten to grade 2 and is a high-risk activity at all grade levels.**

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>GRADES 3-12</i></b>				
<p>Have a first aid kit available on site.</p> <p>The use of broken sticks is not permitted.</p> <p>Use a soft ball or puck.</p>		<p>Use ice surface that is free from debris and deep ruts.</p>	<p>No slap shots.</p> <p>No body contact and stick on body contact.</p> <p>Base games on skills that are taught.</p> <p>Modify the game to suit equipment available and ability of students.</p> <p>Outline and enforce all rules.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p>

# SHINNY

## ON ICE

**SHINNY is not a recommended in-class activity for students from kindergarten to grade 2 and is a high-risk activity at all grade levels.**

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>GRADES 3-12</i></b>				
<p>Helmets are required for shinny on ice.</p> <p>Preferred helmets: CSA approved hockey helmets.</p> <p>Alternative helmets: CSA approved helmets from other sports.</p> <p>Have a first aid kit available on site.</p> <p>The use of broken sticks is not permitted.</p> <p>Use a soft ball or puck.</p>		<p>Use ice surface that is free from debris and deep ruts.</p>	<p>No slap shots.</p> <p>No body contact and stick on body contact.</p> <p>Base games on skills that are taught.</p> <p>Modify the game to suit equipment available and ability of students.</p> <p>Outline and enforce all rules.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p>

# SKATING (ICE)

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i><b>ALL GRADES</b></i>				
<p>Helmets are required for on ice skating.</p> <p>Preferred helmets: CSA approved hockey helmets.</p> <p>Alternative helmets: CSA approved helmets from other sports.</p> <p>Keep a first aid kit available on site. If the school is not bringing a kit to the arena, ensure that the arena manager has a kit available and knows its location.</p>	<p>Clothing/gear includes:</p> <ul style="list-style-type: none"> <li>• properly fitted skates</li> <li>• gloves or mitts.</li> </ul> <p>When skating outdoors, dress for weather conditions.</p>	<p>Before skating on outdoor ponds, determine ice safety with absolute certainty. Contact local authorities for information.</p>	<p>Select activities that are appropriate to the skill level of the students.</p> <p>Teach skills in proper progression.</p> <p>Use caution in activities.</p> <p>Don't use the boards or goal line as a stop line.</p> <p>Provide ice space for beginning skaters separate from accomplished skaters until beginning skaters master basic skills.</p> <p>Make students and parents aware of the need for extra caution and control on the ice including common procedures such as skating in the same direction during a free skate.</p> <p>Inform parents by letter of their child's involvement in skating and the importance of wearing a helmet and proper hand covering.</p> <p>Discuss recognizing and treating frostbite prior to outdoor skating.</p> <p>Stress skating technique, not speed, in all games, challenges, and drills.</p>	<p>Provide on-site supervision.</p>

# SKIING (Alpine) SNOWBOARDING

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EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>ALL GRADES</i></b>				
<p>Use only rental equipment that is inspected and issued by a certified technician.</p> <p>Make students supplying their own equipment aware that the equipment must be checked and in good repair.</p>	<p>Long scarves must be tucked in.</p> <p>Tie back or tuck in long hair.</p> <p>Wear clothing adequate for winter out-of-doors activity.</p>	<p>Ski/snowboard only on appropriate areas as identified by a qualified ski instructor.</p> <p>Ski in a commercially operated ski facility.</p> <p>Ski in an area patrolled by members of a recognized ski patrol.</p>	<p>Test and group students appropriately as determined by a qualified ski instructor. Require those identified as needing instruction to participate in an instructional lesson.</p> <p>Teach students the importance of skiing in control at all times. Discourage hot-dogging and jumping.</p> <p>Ensure that students are thoroughly familiar with alpine skiing safety rules (including lift procedures) and the role of the ski patrol.</p> <p>Prior to the excursion, discuss the following:</p> <ul style="list-style-type: none"> <li>• proper clothing</li> <li>• frostbite and hypothermia</li> <li>• sunburn.</li> </ul> <p>Inform parents by letter of their child's involvement in skiing and make them aware of the importance of suitable clothing and equipment.</p>	<p>Have access to a vehicle for emergency.</p> <p>Provide on-site supervision.</p> <p>Clearly outline duties of the supervisors.</p> <p>Designate a supervisor (e.g., teacher or parent) who is not the "in-charge" person to transport an injured student to hospital.</p>



# SKIPPING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
Use ropes of appropriate length for size and ability of students.	Wear shoes at all times.  Wear suitable clothing and footwear.	Use an area that is free from obstructions to enable safe movement.  Provide adequate personal space.	Teach skills in proper progression.	Provide in the area supervision.

# SNORKELING

**SNORKELING is not an approved in-class activity for students from kindergarten to grade 12 and is a high-risk activity at all grade levels.**

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION

# SOCCKER

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i><b>ALL GRADES</b></i>				
<p>Secure moveable heavy wood and metal outdoor nets to the ground.</p> <p>If using a moveable outdoor soccer goal, select one that is counter-balanced in order to reduce the potential for tipping.</p> <p>Inspect nets regularly.</p> <p>Use nerf balls or indoor soccer balls for indoor soccer.</p>	<p>No metal or molded cleats.</p> <p>Wear suitable footwear and clothing.</p> <p>Participants on school teams must wear shin guards for additional protection.</p>	<p>Inspect outdoor playing area regularly for debris and obstructions.</p> <p>Use an area that provides suitable footing and is well away from traffic.</p> <p>Report holes and severely uneven surfaces to the principal and make students aware of them.</p> <p>Use collapsible, soft pylons or field paint to mark boundaries and lines.</p>	<p>No contact.</p> <p>Teach skills in proper progression.</p> <p>Limit the amount of time spent on heading drills.</p> <p>Insist that students must never climb on moveable outdoor goals.</p> <p>Instruct students in the safe handling of and potential dangers associated with moveable outdoor goals.</p>	<p>Provide on-site supervision.</p>

# SOFTBALL REGULATION

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>ALL GRADES</i></b>				
<p>Use bats that are uncracked with an adequate grip.</p> <p>Ensure that back catcher wears a mask and a helmet.</p> <p>Require batters and base runners to wear helmets.</p> <p>Require umpire to wear a mask if behind the catcher.</p> <p>Suggest that umpire wears shin guards and a chest protector for added protection.</p> <p>Have fielders wear gloves.</p>	<p>Wear suitable footwear and clothing.</p>	<p>Inspect the field for hazards: holes, glass, rocks, and slippery, muddy spots.</p> <p>Use a playing field that is away from open roadways so that players don't run into traffic.</p> <p>Report holes and severely uneven surfaces to the principal and make students aware of them.</p> <p>If more than one activity is going on, insure that a safe distance exists between the activities.</p>	<p>Teach skills in proper progression.</p> <p>Teach players to lay down or drop the bat after hitting, not release it during the follow through of the swing.</p> <p>Require non-fielding players to stand well back of the batter's box or behind a screen or fence. (Keep fingers away from the screen.)</p> <p>Have umpires stand behind the pitcher or outside the baselines.</p>	<p>Provide on-site supervision.</p>

# SOFTBALL

## SLOW PITCH

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>ALL GRADES</i></b>				
<p>Use bats that are uncracked with an adequate grip.</p> <p>Ensure that catcher wears a helmet and mask.</p> <p>Require umpire to wear a mask if behind the catcher.</p> <p>Use regulation slow pitch ball.</p>	<p>Wear suitable footwear and clothing.</p> <p>No metal or molded cleats.</p>	<p>Inspect the field for hazards: holes, glass, rocks, and slippery, muddy spots.</p> <p>Use a playing field that is away from open roadways so that players don't run into traffic.</p> <p>Report holes and severely uneven surfaces to the principal and make students aware of them.</p> <p>If more than one activity is going on, ensure that a safe distance exists between the activities.</p>	<p>Teach skills in proper progression.</p> <p>Teach players to lay down or drop the bat after hitting, not release it during the follow through of the swing.</p> <p>Ensure that non-fielding players stand well back (10 m or more) of the batter's box or behind a screen or fence. (Keep fingers away from the screen.)</p> <p>Have umpires stand behind the pitcher or outside the baselines.</p>	<p>Provide on-site supervision.</p>

# TABLE TENNIS

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i><b>ALL GRADES</b></i>				
<p>Use regulation size table tennis paddles and balls.</p> <p>Check tables and paddles to be sure they are in good condition.</p>	<p>Wear suitable clothing and footwear.</p>	<p>Set up tables so that students can move around them.</p> <p>Play where floor surfaces are smooth, level and dry.</p> <p>Play in an area that is free of all obstacles.</p>	<p>Teach skills in proper progression.</p> <p>Establish a careful routine for set-up and dismantling of tables with direct teacher supervision.</p>	<p>Provide on-site supervision during set-up and dismantling of tables.</p> <p>Provide in the area supervision during play.</p>

# TEAM HANDBALL

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>ALL GRADES</i></b>				
<p>Use indoor.</p> <p>Use a nerf ball, soft utility ball, soft volleyball or team handball.</p>	<p>Wear suitable clothing and footwear.</p>	<p>Play in an area that is free from debris and obstructions and provides safe footing.</p>	<p>No body contact.</p> <p>Modify activities and rules to suit the age and ability of students and the facilities/equipment available.</p> <p>Clearly identify a crease area if using a goalie (e.g., full key area).</p> <p>Allow only the goaltender in the crease area.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p>

# TETHERBALL

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Use a tetherball that is in good repair, with properly working connections at ball and at pole.</p> <p>Use a rope that is in good repair and not excessively frayed.</p> <p>Check pole periodically. Repair a pole with a severe lean or one that is loose at the base.</p>	<p>Wear suitable footwear and clothing that permits unrestricted movement.</p>	<p>Place tetherball poles in areas away from traffic and away from areas where other games are played.</p>	<p>Instruct children in skills and rules before the game is played.</p> <p>Teach skills in proper progression.</p> <p>No tetherball games in slippery, wet conditions.</p>	<p>Provide in the area supervision.</p> <p>Require that tetherball be set up by an adult or a student under adult supervision.</p>



# TRACK AND FIELD

## DISCUS

**DISCUS is not approved in-class activity for students from kindergarten to grade 8 and is a high-risk activity at all grade levels.**

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>GRADES 9-12</i></b>				
<p>Use a discus that is of a size appropriate for the age, gender and physical maturity of the student.</p> <p>Use a discus that is free of cracks, chips and other damage. Check the discus regularly for damage.</p> <p>Provide protective screening around the throwing area if the thrower is using the spin. (A baseball screen may provide suitable protection.)</p>	<p>Wear suitable clothing and footwear.</p>	<p>Use a landing area that is well marked and free of people during the activity.</p> <p>Choose a throwing area that is free of obstacles and completely closed to traffic. (No other activity in the area where discus is taking place.)</p> <p>Ensure that the discus circle area provides safe footing.</p>	<p>Require instructor and students not throwing to be behind thrower (behind a screen).</p> <p>Teach skills in proper progression.</p> <p>Establish safe throwing and retrieving procedures.</p> <p>Instruct students in safety prior to teaching and practice.</p> <p>Establish precautions to ensure the safety of all students before any activity with the discus begins.</p>	<p>Provide constant visual supervision.</p>

**Saskatchewan High School Athletic Association Safety Recommendations:**

- Only throwing implements supplied by the meet officials shall be allowed for practice and competition.
- The landing area must be roped off parallel to the sector lines at least waist high (at least 5 m from sector lines).
- Along with the normal required officials used to administer the event, one additional teacher must monitor and supervise the implement landing area and a second teacher must monitor and supervise the throwing area.
- Practice is limited to 30 minutes prior to the start of the event, and must be under the supervision of the event officials.
- Spectators must be kept well back from the run-way and throwing area during the event.
- The schedule must be structured so that the discus and javelin events are not conducted simultaneously, if they share the same landing area.
- If an adequate cage for the discus event is not available, the event will not be held.

# TRACK AND FIELD

## HIGH JUMP

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i><b>ALL GRADES</b></i>				
<p>Use a landing area that is appropriate for the age, size and skill level of the students. The minimum mat size is a single 1.5 m x 3 m x 50 cm (5' x 10' x 20") mat.</p> <p>Wet rope or elastic may be used rather than a crossbar.</p> <p>Check poles for cracks regularly.</p> <p>Check pits regularly for damage.</p> <p>Place standard utility mats around the landing surface with no gaps.</p> <p>No metal crossbars.</p>	<p>Wear suitable clothing and footwear.</p>	<p>For both indoor and outdoor jumping, design area so that approach area is clear, smooth, dry and traffic-free.</p> <p>Indoor jumping only when the floor provides a non-slip surface.</p>	<p>Require student bar monitors to stay in front and to the side of standards at all times.</p> <p>Stress progressions and technique rather than competition.</p> <p>Stress a short, controlled approach (between 3 and 9 steps).</p> <p>If student is using "flop style", encourage take-off closer to the nearest upright on approach.</p> <p>Ensure that landing mats and velcro mats are firmly secured and do not slide when jumper lands.</p> <p>Teach skills in proper progression.</p>	<p>Provide constant visual supervision.</p>

# TRACK AND FIELD

## HURDLES

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>ALL GRADES</i></b>				
Use "scissor" hurdles, light hurdles or loose crossbars for classroom instruction.	No track spikes for K-8.  Wear suitable gym clothing and footwear.	Use an appropriate area that provides a flat, clear surface.	Instruct students on how to set up equipment properly.  Modify heights and distances to accommodate different ability levels.  Teach skills in proper progression.	Provide on-site supervision.

# TRACK AND FIELD

## JAVELIN

**JAVELIN is not an approved in-class activity for students from kindergarten to grade 8 and is a high-risk activity at all grade levels.**

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>GRADES 9-12</i></b>				
Have inexperienced students use a blunted javelin or a substitute javelin such as a hockey stick minus the blade.	Wear appropriate clothing and footwear.	Use a runway that is smooth and flat.  Use a throwing area that is free of obstacles and completely free of traffic.  No other activity in the area where the javelin is being thrown.	Teach students to lead and throw with the elbow to avoid elbow injuries.  Enforce the “all throw” and “all retrieve” rule when more than one student is participating.  Have spectators and non-competing athletes remain behind the throwing area.  Teach skills in proper progression.	Provide constant visual supervision.

**Saskatchewan High School Athletic Association Safety Recommendations:**

- The school district in charge of the event must limit the number of javelins used: 2-600 gram or 2-800 gram
- Only throwing implements supplied by the meet officials shall be allowed for practice and competition.
- The landing area must be roped off parallel to the sector lines at least waist high (at least 5 m from the sector lines).
- Along with the normal required officials used to administer the event, one additional teacher must monitor and supervise the implement landing area and a second teacher must monitor and supervise the throwing area.
- Practice is limited to 30 minutes prior to the start of the event, and must be under the supervision of the event officials.
- Spectators must be kept well back from the run-way and throwing area during the event.
- The schedule must be structured so that the discus and javelin events are not conducted simultaneously, if they share the same landing area.

# **TRACK AND FIELD**

## **POLE VAULT**

**POLE VAULT is a recommended in-class activity for all students. Teachers who wish to provide pole vault instruction require written permission from the board of education.**

# TRACK AND FIELD

## SHOT PUT Grades 6-12

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>GRADES 6-12</i></b>				
<p>Use only shots designed for indoor activity in the indoor program.</p> <p>Use equipment of appropriate size and weight for age and strength of student.</p>	<p>Wear suitable footwear and clothing.</p>	<p>Use a landing area that is well marked and free of people during activity.</p> <p>Use a putting area that is safe underfoot.</p>	<p>Establish safe routines for putting and retrieving of shots.</p> <p>Have only one specified putting direction, completely free from traffic.</p> <p>Teach skills in proper progression.</p> <p>Transport all shots safely to and from throwing area.</p>	<p>Provide constant visual supervision.</p>

# TRACK AND FIELD

## TRACK EVENTS

### SPRINTS, 400 m, 800 m, 1500 m, 3000 m, RELAYS

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>ALL GRADES</i></b>				
<p>Use plastic or aluminum relay batons.</p>	<p>Wear suitable footwear and clothing.</p> <p>In physical education classes, No spikes of any kind are allowed for K-8 students .</p> <p>Wear shoes.</p> <p>Wear sun protection.</p> <p>No jewelry.</p>	<p>Use outdoor areas that are designated for running, clearly marked, away from other activities, checked for hazards, and that provide safe footing.</p> <p>Inspect all tracks annually and maintain as necessary.</p>	<p>Teach the skills associated with running in a progression of developmental steps.</p> <p>Include proper warm-ups and cool-downs in all in-class sessions.</p> <p>For indoor sprinting in hallways:</p> <ul style="list-style-type: none"> <li>• no running where there are glass doors or showcases</li> <li>• position a safety barrier in front of doors</li> <li>• put pylons at stop points.</li> </ul> <p>For distance running, modify length of run so it is appropriate to the age and ability level of the participant.</p> <p>Take into account:</p> <ul style="list-style-type: none"> <li>• temperature of the day</li> <li>• previous training and length of preparation.</li> </ul> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision for sprints and relays.</p> <p>Provide in the area supervision for middle distance (400 m, 800 m and 1500 m) events.</p> <p>When running above distances, students may be temporarily out of sight. Thus, running in pairs or groups is advised.</p>

# TRACK AND FIELD

## TRIPLE JUMP, LONG JUMP

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>ALL GRADES</i></b>				
Equipment includes: <ul style="list-style-type: none"> <li>• sand pit</li> <li>• rake</li> <li>• shovel or spade.</li> </ul>	In physical education classes, No spikes of any kind are allowed for K-8 students .  Wear suitable clothing and footwear.  Wear shoes.	Use a pit filled with sand.  Ensure that landing area is soft with plenty of sand and no foreign objects.  Use a level takeoff area.  Dig pit at least once a season.  Locate pits so they are removed from high traffic areas and away from other activity sites (e.g., ball diamonds).	No jumping when there are slippery conditions.  Teach skills in proper progression.  Train students to be rakers. As part of training, include rules such as: <ul style="list-style-type: none"> <li>• remove rake before next competitor begins approach</li> <li>• begin raking after competitor is out of pit</li> <li>• rake sand into the middle of the pit rather than out to the sides.</li> </ul>	Provide constant visual supervision during initial lessons.  Provide on-site supervision after skills have been taught.



# VOLLEYBALL

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>ALL GRADES</i></b>				
<p>Store poles so that there is no danger of them falling onto anyone.</p> <p>Use nets that are free of exposed wires along top or frayed wires along poles.</p> <p>Use ball appropriate for age and ability of students.</p>	<p>Wear suitable footwear and clothing.</p>	<p>Use a playing surface that provides good traction.</p> <p>Use outdoor volleyball courts that provide safe footing.</p> <p>Use a gym that is free of hazards (e.g., equipment and furniture in corners/on sidelines).</p> <p>Require students who are attaching net to pole to stand on a chair or ladder.</p>	<p>Replace floor plugs when volleyball poles are removed.</p> <p>Teach skills in proper progression.</p> <p>Organize drills so as to minimize the risk of being hit with an errant ball.</p> <p>Modify activities/rules to the age and ability level of participants.</p>	<p>Provide on-site supervision of activity.</p> <p>If students are involved in setting up and putting away volleyball poles, provide constant visual supervision.</p>

# WATERPOLO

**WATERPOLO is not a recommended in-class activity for students from kindergarten to grade 9 and is a high-risk activity at all grade levels. Teachers who wish to instruct a high-risk activity like waterpolo require written permission from the board of education.**

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>GRADES 10-12</i></b>				
	Wear appropriate swimming attire.  No jewelry.  Tie hair back or wear it in a bun.  If playing outdoors, wear sunscreen.	Use a school or community swimming pool.  Don't use backyard pools for class instruction.	Inform swim instructor of any students having any medical problems that may affect the student's safety in the water.  Trim fingernails closely.  Modify rules to accommodate age and ability of participants.  Teach skills in proper progression.	Have a certified lifeguard on duty at all times for K-8 students.  Ensure that teachers providing instruction and/or supervision have current CPR certification.  Provide constant visual supervision.

# WEIGHT TRAINING

**WEIGHT TRAINING is not a recommended in-class activity for students from kindergarten to grade 6.**

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<b><i>GRADES 7-12</i></b>				
Inspect all equipment regularly and repair as necessary.	Wear suitable clothing and footwear.	Secure weights in a secure storage area that can be locked when it is not in use.	<p>Instruct all students in proper lifting techniques and safety procedures.</p> <p>Use a buddy system when lifting free weights over body.</p> <p>Secure free weight plates in place before using.</p> <p>Individualize all programs.</p> <p>Teach skills in proper progression.</p>	Provide in the area supervision for use of weight machines and free weights, following instruction on safe use.

# WRESTLING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i><b>ALL GRADES</b></i>				
<p>Use 5.1 cm (2") mats with velcro sides.</p>	<p>Wear suitable clothing.  No glasses.</p>	<p>Check mat surfaces regularly for irregularities.</p>	<p>During warm-up activities emphasize conditioning and flexibility.</p> <p>Teach skills in proper progression.</p> <p>Keep fingernails closely trimmed.</p> <p>Match participants of similar weight, strength and gender.</p> <p>Ensure that area surrounding the mats is free of obstructions/hazards.</p> <p>Provide suitable distance between the edge of wrestling area and surrounding walls.</p> <p>Encourage "down" wrestling for beginner wrestlers.</p> <p>Outline rules and illegal moves.</p> <p>Permit students to be referees only under the direct supervision of the instructor.</p> <p><b>Co-ed wrestling is not permitted.</b></p>	<p>Provide on-site supervision.</p>

*Christ the Teacher Catholic Schools*  
**Appendix A: Gymnasium Facilities Safety Report**

SITE NAME: \_\_\_\_\_

Inspection date: \_\_\_\_\_ Time: \_\_\_\_\_ Inspected by: \_\_\_\_\_

INSPECT FOR:	MEETS SAFE STANDARDS			COMMENT/FOLLOW UP ACTION
	YES	NO	NA	
<b>GYMNASIUM SPACE</b> • free of “stored” furniture/boxes/equipment along perimeter walls and corners				
<b>FLOORS</b> • clean and dry				
• provide for safe foot traction				
• clear of objects which may cause tripping/slipping				
• floor sockets covered and flush with floor				
• floor plates secure in floor, hooks and plates in good condition and flush with floor				
<b>ENTRANCES/EXITS</b> • free of obstructions				
• no door knobs, protruding handles on gym side of door				
• doors open away from gym area				
• exit lights/signs working				
• area near doors well lit				
<b>STAIRS</b> • clear of obstacles				
• stair treads in good condition				
• railings secure				
• treads and railings free of protruding nails, cracks or splinters				
<b>CEILING</b> • tiles and meshings on lights secure				
<b>WALLS</b> • all outlets, switches, registers, etc. flush with wall surface				
• free of protruding hooks, nails, etc.				

## Appendix A: Gymnasium Facilities Safety Report (continued)

INSPECT FOR:	MEETS SAFE STANDARDS			COMMENT/FOLLOW UP ACTION
	YES	NO	NA	
<b>BASKETBALL BACKSTOP</b>				
• backboards in good condition				
• cable and attachments from backboard to wall secure				
• rims secure and straight				
• velcro strips on walls behind backboards in good condition to hold mats				
• winch not located directly below a wall mounted backboard				
<b>CHINNING BARS</b>				
• securely attached to wall				
• adjustable parts in good condition				
<b>PEG BOARDS</b>				
• securely attached to wall				
• peg holes and pegs in good condition				
<b>STORAGE ROOM</b>				
• floor clean				
• centre area clear of equipment				
• equipment stored on designated shelves				
• volleyball poles secured to wall when stored standing up (to prevent falling)				
<b>EMERGENCY EQUIPMENT</b>				
• first aid kit fully stocked and accessible				
• emergency numbers posted				
• access to phone/office via P.A. system				
<b>IMMOVABLE OBSTRUCTIONS</b>				
• stages, water fountains, etc. padded and/or removed from play area				
• a “stop” line established with pylons				
<b>BENCHES</b>				
• top and supports free from cracks and splinters				
• bolts and screws secure				
<b>OTHER</b>				

*Christ the Teacher Catholic Schools*  
**Appendix B: Outside Facilities Safety Report**

SITE NAME: \_\_\_\_\_

Inspection date: \_\_\_\_\_ Time: \_\_\_\_\_ Inspected by: \_\_\_\_\_

INSPECT FOR:	MEETS SAFE STANDARDS			COMMENT/FOLLOW UP ACTION
	YES	NO	NA	
<b>WALKING AND PLAYING SURFACES</b>				
• asphalt areas – reasonably level and free of holes/broken asphalt				
• grass and dirt areas – free of holes/ruts				
• clear of broken glass, cans, rocks, animal feces, etc.				
• clear of hazards that might cause tripping (exposed footings, roots or other environmental obstacles)				
<b>STAIRS</b>				
• clear of obstacles				
• stair treads in good condition				
• railings secure				
• treads and railings free of protruding nails, cracks or splinters				
<b>BEEES' NESTS</b>				
• free of nests				
<b>METAL FENCING</b>				
• clips and attachments safely secure				
• fencing tight and secure to frame				
• no holes in fence or between ground and fence				
• anchors to ground stable, in good condition and safely covered				
• posts corrosion free				
<b>BENCHES/BLEACHERS</b>				
• free of protruding nails, splinters, cracked or rotted wood				
• anchors to ground in good condition and safely covered				

## Appendix B: Outside Facilities Safety Report (continued)

INSPECT FOR:	MEETS SAFE STANDARDS			COMMENT/FOLLOW UP ACTION
	YES	NO	NA	
<b>SOFTBALL BACKSTOP</b>				
• fencing clips and attachments safely secure				
• fencing tight and secure to frame				
• no holes in fence or between ground and fence				
• anchors to ground stable, in good condition and safely covered				
• posts corrosion free				
<b>SOFTBALL PLAYING SURFACE</b>				
• reasonably level ground				
• free of holes/ruts/trash/animal feces				
<b>SOCCER GOALS</b>				
• framework free from protruding hooks				
• anchors to ground stable, in good condition and safely covered				
• posts corrosion free				
<b>SOCCER PLAYING SURFACE</b>				
• reasonably level ground with good drainage				
• free of holes/ruts/trash/animal feces				
<b>BASKETBALL BACKSTOPS</b>				
• backboards in good condition				
• rims secure and straight				
• pole anchors stable, in good condition and safely covered				
• poles corrosion free				
<b>BASKETBALL PLAYING SURFACE</b>				
• reasonably level playing surface				
• free of holes/ruts/trash/animal feces				
<b>POTENTIAL HAZARDS ON SCHOOL YARD</b>				
• no exposed tree roots, posts, streams and other environmental hazards				
• hazards identified to all staff and students				
• warning signs and barriers erected where needed				
• rules for safe play around hazards are communicated to all students				
<b>OTHER</b>				



# *Christ the Teacher Catholic Schools*

## **Appendix C: First Aid Kit**

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A first aid kit should be located in each area of the school where there is potential for injury. For example, it would be appropriate to have a first aid kit in the gym, the industrial arts lab and the science lab. When students are participating in activities away from the school, a first aid kit should be placed in an easily accessible location. For sports such as cross-country running or skiing, which take students away from a central location, it may be appropriate for the teacher/instructor to carry basic first aid items in a waist pack.

There is no single recommended list for the contents of a first aid kit. It depends entirely on the type of activity (and thus the type of injuries that might occur) and the skill and knowledge of the people who will be using the kit. For example, there is little point in including tape in a first aid kit if no one in the school knows how to tape sprains and pulled muscles.

The Sports Medicine Council of Saskatchewan sells four different first aid kits (small to deluxe) ranging in price from about \$30 to about \$250. It is easier and less expensive to purchase these prepared kits than to try to assemble a kit by purchasing individual components from a drugstore. These kits can be purchased from:

Sports Medicine Council of Saskatchewan  
1860 Lorne Street  
Regina, SK S4P 2L7  
Phone: (306) 780-9208 or 780-9446  
Fax: (306) 780-9416

In addition to selling prepackaged kits, the Sports Medicine Council also provides lists for the recommended contents of taping kits and sideline waist packs.

In general, every gym should be equipped with the following:

- basic first aid items (appropriate to the activity and the first aid skill of the instructor)
- blankets
- emergency phone numbers – taped inside the first aid kit and on the wall by the phone
- readily accessible supply of latex gloves
- outline of accident response plan – taped on wall
- accident/injury report forms

Every first aid kit must be kept fully stocked. One person should be assigned responsibility for checking the contents of the physical education first aid kits regularly (every week) and replenishing the supplies that are used up.

*Christ the Teacher Catholic Schools*  
**Appendix D: Medical Information Form**

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**MEDICAL INFORMATION FOR PARTICIPATION IN PHYSICAL ACTIVITIES**

Dear Parent/Guardian:

Vigorous physical activity is essential for normal, healthy growth and development. Growing bones and muscles require not only good nutrition, but also the stimulation of vigorous physical activity. Active participation in games, fitness activities, dance, gymnastics and outdoor activities provides opportunities for students to gain the confidence necessary to pursue a physically active lifestyle. Physical activity programs allow students to experience the fitness feeling and to help them understand and make decisions regarding personal fitness and the value of physical activity in their daily lives.

Occasionally activities such as cross-country-running and skating will take students off the school grounds and into the immediate community. These are important components of the physical education program and direct supervision will be provided. When activities such as downhill skiing involve bus trips, a parent consent form will be sent home with students.

The potential for injury exists in every athletic activity and is greater in some activities than in others. Injuries may range from minor sprains and strains to more serious injuries. The safety and well-being of students is a prime concern and attempts are made to manage, as effectively as possible, the foreseeable risks inherent in physical activity.

It is important that your child participate safely and comfortably in the physical activity program. In your child's best interests we recommend the following:

- an annual medical examination.
- appropriate clothing for safe participation (T-shirt, shorts or track pants and running shoes). Students should not wear jewelry or chew gum during physical activity.
- a headband and/or glasses with shatterproof glass if your child wears glasses which cannot be removed during physical education classes.
- sun protection for extended outdoor activities. Sun protection includes sunscreen, sunglasses, a hat and appropriate protective clothing.
- safety inspection at home of any equipment brought to school for class use (e.g., skis, skates, helmets).

**PLEASE COMPLETE THE REVERSE SIDE OF THIS FORM AND HAVE YOUR CHILD RETURN IT TO HIS OR HER TEACHER.**

*Christ the Teacher Catholic Schools*

**Appendix D: Medical Information Form (continued)**

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Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

I am satisfied that my son/daughter \_\_\_\_\_ is in good health to take part in strenuous activities. He/she has my permission to participate in the physical activities conducted by the school. I also agree with the need to have my son/daughter examined by a physician following an illness or injury to re-establish the bill of good health, and that this or any other medical examination is my sole responsibility.

\_\_\_\_\_  
Parent/Guardian Signature Date

1. Please indicate if your child has been subject to any of the following and provide pertinent details: epilepsy, diabetes, orthopaedic problems, heart disorders, asthma, allergies:

\_\_\_\_\_  
\_\_\_\_\_  
head or back conditions or injuries (in the past two years)  
\_\_\_\_\_

arthritis or rheumatism; chronic nosebleeds; dizziness; fainting; headaches; dislocated shoulder; hernia; swollen, hyper-mobile or painful joints; trick or lock knee:  
\_\_\_\_\_  
\_\_\_\_\_

2. What medication(s) should your child have on hand during physical activities?  
\_\_\_\_\_

Please note that medicine is dispensed in accordance with board of education policy. Contact the school principal for more information.

3. Does your child wear a medic alert bracelet, neck chain or carry a medic alert card?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please specify what is written on it:  
\_\_\_\_\_

4. Please describe any other relevant medical conditions that will limit your child's full participation in physical activities.

\_\_\_\_\_  
\_\_\_\_\_

5. Family Physician: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Student's Hospitalization Number \_\_\_\_\_

# *Christ the Teacher Catholic Schools*

## **Appendix E: Accident Response Plan**

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There is the potential for injury in all physical activities. Therefore, it is important to have an emergency action plan. The key to any emergency action plan is getting professional care to the student as quickly as possible.

### **Know the following information:**

- 1) Location and means of access to a first aid kit.
- 2) Location of a telephone.
- 3) Telephone number of ambulance and hospital.
- 4) Directions and best access routes to hospital.
- 5) Location of vehicles on the school site which could be used to transport students to hospital.

### **When an injury occurs:**

- 1) Take control and assess the situation.
- 2) Remember the basic first aid rule:

**Do not move the injured student. If student cannot start a movement by himself/herself, do not move the body part for him/her.**

- 3) Tell bystanders to leave the injured student alone.
- 4) Leave the student's equipment in place.
- 5) Evaluate the injury. Once you have assessed the severity of the injury, decide whether further assistance is required. When in doubt it is good practice to contact a parent and allow them to make the decision.
- 6) If an ambulance is not needed, decide how to remove the injured student from the playing surface.
- 7) If an ambulance is required:
  - a) Request assistance from another person (teacher/administrator/parent)

- b) Have the second person call an ambulance and give the following information:
    - state that it is a medical emergency
    - state what the emergency is
    - give the exact location and the name of the closest cross streets
  - c) give the telephone number from which you are calling.
  - d) After the other person has called the ambulance, he/she should report back to the person in charge, confirm the call and give the estimated time that the ambulance will arrive
  - e) Have someone go to the entrance and wait for the ambulance.
- 8) Once the ambulance has been called, observe the injured person carefully for any change in condition, and try to reassure the injured student until professional help arrives.
  - 9) Do not move the injured person unnecessarily.
  - 10) Do not give the injured person food or drink.
  - 11) Stay calm. Keep an even tone in your voice.
  - 12) When ambulance attendants arrive, tell them what happened, how it happened and what you have done. If possible, inform the ambulance attendants about any medical problems or past injuries that the injured person may have experienced.
  - 13) Accompany the injured person to the hospital to help reassure him or her and to give the relevant medical history and injury circumstances to the physician.
  - 14) If the injured person is a student, contact the parents/guardians as soon as possible after injury.
  - 15) Complete an accident report and file it with appropriate school board official and school administrator.

**Access to a cellular phone is recommended for outdoor activities away from the school.**

*Christ the Teacher Catholic Schools*  
**Appendix F: Accident/Injury Report Form**  
 BLANK FORMS ARE FILED IN THE SCHOOL OFFICE

**Marsh & McLennan**

MARSH & McLENNAN (SASK.) LTD.  
 SUITE 205 ■ 2222 ■ 13TH AVENUE  
 REGINA, SK S4P 3M7

Phone No. (306) 525-5120  
 FAX No. (306) 352-9633

SASKATCHEWAN SCHOOL TRUSTEES ASSOCIATION  
 400 ■ 2222 ■ 13th AVENUE  
 REGINA, SK S4P 3M7

Phone No. (306) 569-0750  
 FAX No. (306) 352-9633

**SCHOOL/COLLEGE/INSTITUTE INCIDENT REPORT FORM FOR INSURANCE PURPOSES**

**1. GENERAL**

Name/Number of School or Name and Location of College/Institute Facility: \_\_\_\_\_  
 \_\_\_\_\_

Name of School Division: \_\_\_\_\_

Date of Incident (M/D/Y) \_\_\_\_\_ Time \_\_\_\_\_ : \_\_\_\_\_ a.m./p.m. Telephone # \_\_\_\_\_

Description of how incident occurred: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**WITNESSES:**

(1) Name: \_\_\_\_\_  
 Teacher/Instructor/Other: \_\_\_\_\_  
 Witness Activity at time: \_\_\_\_\_

(2) Name: \_\_\_\_\_  
 Teacher/Instructor/Other: \_\_\_\_\_  
 Witness Activity at time: \_\_\_\_\_

**Location of Incident:**

L01 ( ) Basement L02 ( ) Cafeteria/Lunchroom L03 ( ) Classroom L04 ( ) Shops/Lab/Kitchen L05 ( ) Doors/Entrance Areas L06 ( ) Dormitories L07 ( ) Gymnasium/Auditorium L08 ( ) Hallways/Lockers L09 ( ) Library/Office/Lounge/Study Room L10 ( ) Park/Grounds L11 ( ) Parking Lot	L12 ( ) Playing Fields L13 ( ) Playground Equipment L14 ( ) Pool L15 ( ) Rink L16 ( ) Sidewalks/Roads off Facility Property L17 ( ) Stairs within Building L18 ( ) Stairs/Sidewalks within Grounds L19 ( ) Washrooms/Changing Rooms/Showers L20 ( ) Other ■ (Please Explain) _____
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## 2. COMPLETE THE APPROPRIATE SECTION

For Bodily Injury/Other Party Damage complete Section "A"

For Loss or Damage to Facility and/or Contents complete Section "B"

### SECTION A

Name of Person Involved \_\_\_\_\_ Age: \_\_\_\_\_ M/F: \_\_\_\_\_  
 Address: \_\_\_\_\_ Postal Code: \_\_\_\_\_ Grade/Year/Night School: \_\_\_\_\_  
 (Schools Only)  
 Student/Visitor/Other: (Explain) \_\_\_\_\_  
 Division/Program: \_\_\_\_\_  
 Parent/Guardian/Emergency Contact: \_\_\_\_\_ Notified? (Y/N) \_\_\_\_\_  
 How? \_\_\_\_\_  
 Telephone # \_\_\_\_\_  
 Parent/Guardian/Emergency Contact Instructions: \_\_\_\_\_  
 Emergency Treatment: (Y/N) \_\_\_\_\_ What? \_\_\_\_\_ By Whom? \_\_\_\_\_  
 Advised to seek medical treatment: (Y/N) \_\_\_\_\_ Hospitalized? (Y/N) \_\_\_\_\_ Where? \_\_\_\_\_  
 How transported? \_\_\_\_\_

<b>Nature of Injury/Damage:</b> N01 ( ) Bruise/Abrasion/Swelling N02 ( ) Burn N03 ( ) Concussion (Suspected) N04 ( ) Crushed N05 ( ) Dental Damage N06 ( ) Dislocation N07 ( ) Fatality/Death N08 ( ) Fracture N09 ( ) Imbedded Object	N10 ( ) No Information N11 ( ) Nosebleed N12 ( ) Open Wound/Laceration N13 ( ) Sprain/Strain (Suspected) N14 ( ) Winded N15 ( ) Property Damage/Other Party N16 ( ) Bites/Stings N17 ( ) Other █ (Please Explain)	<b>Body Area:</b> B01 ( ) Arms/Shoulder/Elbow B02 ( ) Chest/Abdomen/Pelvis B03 ( ) Eyes B04 ( ) Face B05 ( ) Feet/Toes B06 ( ) Fingers/Hands/Wrists B07 ( ) Head/Forehead	B08 ( ) Legs/Knees/Ankles B09 ( ) Multiple Areas B10 ( ) Neck B11 ( ) No Information B12 ( ) Spine/Back B13 ( ) Teeth/Mouth B14 ( ) Other █ (Please Explain)
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<b>Cause of Injury or Damage:</b> C01 ( ) Assault █ No Weapon C02 ( ) Assault with Weapon C03 ( ) Choking/Suffocation C04 ( ) Drowning C05 ( ) Exposure to Flame/ Electricity or Hot Caustic Substance C06 ( ) Fall at Same Height C07 ( ) Fall from Different Height C08 ( ) Fatigue/Over Exertion C09 ( ) Foreign Body	C10 ( ) Horseplay C11 ( ) Maintenance Activity C12 ( ) Motor Vehicle Accident C13 ( ) Poison/Allergic Reaction C14 ( ) School Bus Accident C15 ( ) Sports Injury C16 ( ) Struck Against Person C17 ( ) Struck/Crushed By/Against Object C18 ( ) Other - (Please Explain)	<b>Activity at Time of Incident:</b> A01 ( ) Academic Classroom A02 ( ) Between Classes A03 ( ) Extra-Curricular (i.e. Club) A04 ( ) Out-of-Class Field Trip A05 ( ) Recess/Pre- or Post-Class/Noon Hour	A06 ( ) Sports Event A07 ( ) Sports-Related Class A08 ( ) Travel to or from Facility A09 ( ) Unorganized Sports A10 ( ) Work Placement A11 ( ) Maintenance Activity A12 ( ) Other █ (Please Explain)
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**SECTION B**

Property Involved (Describe property involved and extent of loss and/or damage): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Fire Department Attended: (Y/N) \_\_\_\_\_ Report Number: \_\_\_\_\_

Were Police Notified? (Y/N) \_\_\_\_\_

Branch/Detachment: \_\_\_\_\_ Case Number: \_\_\_\_\_

Date (M/D/Y) \_\_\_\_\_ Time \_\_\_\_\_ : \_\_\_\_\_ a.m./p.m.

Were there visible signs of forced entry? (Y/N) \_\_\_\_\_

What? (Explain) \_\_\_\_\_  
 \_\_\_\_\_

**Cause of Loss/Damage:**

- C01 ( ) Burglary/Forcible Entry
- C02 ( ) Collapse
- C03 ( ) Dishonesty/Infidelity
- C04 ( ) Explosion
- C05 ( ) Falling Object
- C06 ( ) Fire/Lightning
- C07 ( ) Glass Breakage
- C08 ( ) Impact by Vehicle/Aircraft
- C09 ( ) Riot

- C10 ( ) Robbery
- C11 ( ) Smoke
- C12 ( ) Theft
- C13 ( ) Transportation
- C14 ( ) Vandalism/Malicious Acts
- C15 ( ) Water Escape/Rupture/ Freezing
- C16 ( ) Windstorm/Hail
- C17 ( ) Other █ (Please Explain)

**3. SIGNATURES AND DATE**

Name of Person Completing Report: \_\_\_\_\_ (Please Print or Type) \_\_\_\_\_ (Signature)

Name of Administrator: \_\_\_\_\_ (Please Print or Type) \_\_\_\_\_ (Signature)

Date: \_\_\_\_\_

